

# APPENDIX A

1. Observation Sheet
2. Interview Guidelines

### Observation Sheet

Focus of the research	Components	Indicators	Note
speech communication process in public speaking (in Training of Speech)	1. Speaker	1.1. The speaker's speech preparation (concept books). 1.2. The speaker's manner of speaking. 1.3. The speaker's sensitivity to the audience.	
	2. Message	2.1. The organization of the idea in the written concept. 2.2. The message expressed orally in speech. 2.3. The tone of voice, appearance, gestures, facial expression and eye contact of the speaker in delivering the message.	
	3. Chanel	3.1. Direct interaction between speaker and listener	
	4. Listener	4.1. The listener's enthusiasm in attending public speaking (training of speech class).	
	5. Feedback (from the listener)	5.1. The listener's attention to the speaker. 5.2. The listener's expression when listening the speaker's speech. 5.3. The listener's attitude toward the speaker's speech.	
	6. Interference	6.1. The atmosphere of the public speaking setting.	
	7. Situation	7.1. The time of public speaking occurring. 7.2. The place of public speaking occurring.	
Communication strategies	1. The use of communication strategies	1.1. The <b>most dominant</b> communication strategies used by the speaker. 1.2. The <b>least</b> communication strategies used by the speaker. 1.3. The communication strategies <b>never</b> used by the speaker	

### Interview Guidelines

Focus of the research	Components	Indicators	Questions
Speech communication process in public speaking (Speech Training Program)	a. Speaker	1.1. The speaker's knowledge about the topic. 1.2. The speaker's speech preparation.	1. Why are you interested in that topic as your speech material? 2. Do you really understand that topic? 3. Do you write a concept before you give the speech? 4. What do you preparing before delivering your speech?
	b. Message	2.1. The organization of the idea in the written concept.	5. Where did you get the information about the topic? 6. How did you organize your idea in the concept of your speech?
	c. Chanel	3.1. Media used in the training of speech class	7. Do you use any media in delivering your speech?
	d. Listener	4.1. The speaker's effort to make the listener understanding about what the speaker says.	8. How do you deliver your speech in order to be understood easily by the audience? 9. How do you make the audience interested in your speech?
	e. Feedback (from the listener)	5.1. The speakers' sensitivity to the listener feedback.	10. How do you react to the listeners who did not listen your speech carefully?

Focus of the research	Components	Indicators	Questions
	f. Interference	6.1. The atmosphere of the public speaking setting.	11. Did the atmosphere of the public speaking make you feel pleasant when delivering your speech?
	g. Situation	7.1. The time of public speaking occur. 7.2. The place of public speaking occur	-
The use of communication strategies	h. Avoidance strategies	8.1. Message abandonment. 8.2. Topic Avoidance.	12. Will you cut your message when you encountered some difficulties in speaking English? 13. What will you do when you have limit vocabulary about the topic of your speech?
	i. Compensatory strategies (Interlingual)	9.1. ( <i>Literal translation</i> ). 9.2 ( <i>Code Mixing</i> ). 9.3. ( <i>Foreignizing</i> ).	14. Do you usually translate a word, a compound word, or an idiom literally from Indonesian to English when you deliver your speech? 15. Will you use Indonesian language when you do not know the vocabulary in English? 16. Have you ever used Indonesian word but pronounce it like an English word in your speech? Why you do that?
	j. Compensatory strategies (Intralingual)	10.1. ( <i>Approximation/Generalization</i> ). 10.2. ( <i>Word Coinage</i> ). 10.3. ( <i>Circumlocution</i> ).	17. Do you use new words in English spontaneously although you do not know that the word is existing in English?

Focus of the research	Components	Indicators	Questions
		10.4. ( <i>Use all of purpose word</i> ). 10.5 ( <i>Self Repair</i> ) 10.6. ( <i>Appeals for Assistance</i> ). 10.7. ( <i>Stealing or time-gaining strategies</i> ).	18. Do you prefer to use your own language in delivering your speech rather than use the original language from the concept or text? 19. Will you give any examples to explain your speech? 20. Do you use the general word such as “thing”, “so”, “that” etc to fill your vocabulary gap? 21. Do you often repeating or establishing a new sentence plan when you make a mistake in delivering your speech? 22. Will you ask any help from your friends or audiences when you encountered some difficulties in delivering your speech? 23. Do you often use fillers such as “mm..”, “a..” or others when you deliver your speech? Why do you use that?
	k. Level of proficiency	11.1. Students’ grade (Junior High School/Senior High School)	-
Factors influence the use of	l. Attitudes toward communication	12.1. The students’ opinion about communication strategies. 12.2. The students’ understanding about communication strategies.	24. Do you think that you need some strategies in delivering your speech? 25. Do you know about communication strategies?.

Focus of the research	Components	Indicators	Questions
communication strategies	strategies	12.3. The students' difficulty in expressing their message or delivering their speech.	26. What are the difficulties of delivering speech? 27. What kinds of strategies you will used in delivering your speech?
	m. Types of task	13.1. Communication strategies used by students in their daily conversation. 13.2. Communication strategies used by students in their classroom interaction.	28. Do you use English in your daily conversation? 27. Do you use English in your classroom interaction? 29. Do you use any strategies in your daily conversation and classroom interaction?
	n. Affective factors	14.1. Kecemasan berkomunikasi siswa. 14.1. Motivasi siswa mengikuti program <i>speech training</i> . 14.2. Motivasi siswa berbicara dalam bahasa Inggris.	30. Do you feel anxious or afraid when you deliver your speech? 31. What make you anxious during your speech? 32. Do you like attending speech training program? 33. Do you like speaking using English?

# APPENDIX B

1. Observation Note
2. Students' speech transcripts
3. Interview Transcripts

## Observation Note

### OBSERVATION NOTE 1

Day/ Date : Saturday, 24<sup>th</sup> of March 2018

Place : Al-Mawaddah (Class VII A)

Object of Observation : Student A

Focus of the research	Components	Note
speech communication process in public speaking (in Training of Speech)	8. Speaker	<ul style="list-style-type: none"> <li>• Student delivered her speech smoothly, but it seems like she has memorized her speech concept.</li> <li>• The student voice is small and her gaze is not focus on audience, but gaze to other directions.</li> <li>• The student seemed nervous.</li> </ul>
	9. Message	<ul style="list-style-type: none"> <li>• The audience could not catch the meaning or the intention of the message. So that student decided to retell it in Bahasa Indonesia.</li> </ul>
	10. Chanel	There is no direct interaction between speaker and audiences. There is no one of students ask to the speaker.
	11. Listener	Some students seemed pay attention to the speaker, but some of them are focus on reading their concept because they will also perform.
	12. Feedback (from the listener)	The audiences (listener) were not understand the message fully, so that the speaker need to explain her speech again.
	13. Interference	The noise from other club when they yell and singing sometimes made the audience difficult to hear the speaker's voice.
	14. Situation	The situation is normal and students seem enjoy the activity in speech training program.



Focus of the research	Components	Note
Communication strategies	2. The use of communication strategies	The dominant communication strategies used by students are restructuring and filler. Moreover, she used code switching by telling her speech fully in Bahasa Indonesia. She only used “appeals for assistance” and “generalization in her speech.

## OBSERVATION NOTE 2

Day/ Date : Saturday, 24<sup>th</sup> of March 2018

Place : Al-Mawaddah (Class VII B)

Object of Observation : Student B

Focus of the research	Components	Note
speech communication process in public speaking (in Training of Speech)	1. Speaker	<ul style="list-style-type: none"> <li>• The speaker was confident and spoke loudly.</li> <li>• Speaker wrote her concept before she delivered her speech.</li> </ul>
	2. Message	<ul style="list-style-type: none"> <li>• The message of her speech difficult to be understood because speaker used over pause and restructuring strategy.</li> <li>• Using hand movement when speech.</li> </ul>
	3. Chanel	There is direct interaction between speaker and one of audience (student) who ask directly to speaker after speaker end her speech.
	4. Listener	The audience listen o the speaker’s speech normally, they neither enthusiast nor uninterested to the speaker’s speech.
	5. Feedback (from the listener)	Some of audiences especially who were sitting behind did not sew interest to the speaker. They look into the other’s resume of speech.
	6. Interference	Sometimes the speaker must speak louder because of other’s club voice.

Focus of the research	Components	Note
	7. Situation	The sitting arrangement in club is U-shaped. The students who sit in the last line seemed difficult to listen into the speech clearly.
Communication strategies	1. The use of communication strategies	Besides “self repair” and “filler”, “message abandonment” is also used by students several times. Although the speaker used message abandonment not as much as the use of filler and restructuring. The speaker also used “literal translation” several times.

### OBSERVATION NOTE 3

Day/ Date : Saturday, 10<sup>th</sup> of March 2018

Place : Al-Mawaddah (Class VIII A)

Object of Observation : Student C

Focus of the research	Components	Note
speech communication process in public speaking (in Training of Speech)	1. Speaker	<ul style="list-style-type: none"> <li>• Speaker has written her speech concept before she delivered her speech, but seems she did not master the concept well.</li> <li>• Delivering her speech enthusiastically and loudly.</li> </ul>
	2. Message	<ul style="list-style-type: none"> <li>• The concept was written well structured and neat.</li> <li>• The message was delivered by clear pronunciation and sometimes she stammered her speech and repeated some words.</li> </ul>
	3. Chanel	The speaker asked to the audience the meaning of “zeal” directly.
	4. Listener	First, the audience seems surprised when the researcher entered the class, but as-

Focus of the research	Components	Note
speech communication process in public speaking (in Training of Speech)		time goes by, they can enjoy the activities.
	5. Feedback (from listener)	<ul style="list-style-type: none"> <li>• The audience seemed to pay attention to what the speaker said.</li> <li>• The audience seemed understand the speech, because there is no one of students giving a question to the speaker.</li> </ul>
	6. Interference	The speaker's voice is louder than the voice come from others club, so that audience could hear speaker's speech clearly.
	7. Situation	-
Communication strategies	1. The use of communication strategies	<ul style="list-style-type: none"> <li>• The speaker used restructuring mostly.</li> <li>• She also forgot her concept sometimes, so she asked to audience to help her (appeals for assistance).</li> </ul>

#### OBSERVATION NOTE 4

Day/ Date : Sabtu, 31<sup>st</sup> of March 2018

Place : Al-Mawaddah (Class VIII A)

Object of Observation: Student D

Focus of the research	Components	Note
speech communication process in public speaking (in Training of Speech)	1. Speaker	<ul style="list-style-type: none"> <li>• Speaker delivered her speech confidently and loudly.</li> <li>• Speaker also spoke fluently enough.</li> <li>• Looked like little bit nervous but she could control it well.</li> </ul>
	2. Message	<ul style="list-style-type: none"> <li>• The message of her speech is organized well.</li> <li>• The speaker used her hand movement in delivering her speech.</li> </ul>
	3. Chanel	The speaker tried to make interaction -

Focus of the research	Components	Note
		with the audience by asking them to repeat some wise words related to her speech theme.
speech communication process in public speaking (in Training of Speech)	4. Listener	The audience was enthusiast to listen the speaker's speech.
	5. Feedback (from the listener)	The audience seemed have some question, but there is no one audience ask to the speaker.
	6. Interference	The sound from the upstairs (other clubs) seemed disturbing. They clap the table while they were singing. The voice is very loud and can be heard clearly from the class.
	7. Situation	The class is large and comfortable, although there was noisy from the other clubs.
Communication strategies	1. The use of communication strategies	Differ with other students, student D was seldom using "restructuring strategy" and "filler". Student used "word coinage" many times. Meanwhile other students seldom used this strategy.

#### OBSERVATION NOTE 5

Day/ Date : Sabtu, 31<sup>st</sup> of March 2018

Place : Al-Mawaddah (Class X Intensive A)

Object of Observation: Student E

Focus of the research	Components	Note
speech communication process in public speaking (in Training of Speech)	1. Speaker	<ul style="list-style-type: none"> <li>• The speaker has made speech concept and has corrected by supervisor of speech training (MM).</li> <li>• She delivered her speech loudly and confidently.</li> </ul>
	2. Message	<ul style="list-style-type: none"> <li>• The speaker explained the message clearly and actively.</li> </ul>

Focus of the research	Components	Note
speech communication process in public speaking (in Training of Speech)		<ul style="list-style-type: none"> <li>Menggunakan gerakan tangan dan pandangan mata memperhatikan audience.</li> </ul>
	3. Chanel	The speaker tried to make audience active by asking some question to audience, for instance “Are you ever feel like that?” and “what will you do?”.
	4. Listener	The audiences were spirit and looked enjoy the program.
	5. Feedback (from the listener)	The audiences looked giving attention to the speaker and write resume seriously.
	6. Interference	There is no loud voice from other groups because the class is far from others
	7. Situation	The audiences huddled in the class, because the class is too narrow. This happened cause some groups were put in one class.
Communication strategies	1. The use of communication strategies	Different with others, student E used “resctructuring” rarely. She used filler many times and construct some new word, for example she said ‘ <i>differeneity</i> ’ Many times.

#### OBSERVATION NOTE 6

Day/ Date : Saturday, 10<sup>th</sup> of March 2018

Place : Al-Mawaddah (Class VIII A)

Object of Observation: Student F

Focus of the research	Components	Note
	1. Speaker	<ul style="list-style-type: none"> <li>Speaker has written her concept before, but that day, she forgot to bring her concept book.</li> <li>Speaker looks nervous in the beginning, but she could deliver her speech loudly.</li> </ul>

Focus of the research	Components	Note
speech communication process in public speaking (Training of speech)	2. Message	<ul style="list-style-type: none"> <li>Although she did not bring her concept book, but she could deliver the message of her speech clearly and fluently.</li> <li>Student used hand movement during her speech.</li> </ul>
	3. Chanel	<ul style="list-style-type: none"> <li>There is direct interaction between speaker and audiences, whereas speaker tried to ask audiences to be active by giving them some questions related to the speech topic.</li> <li>In the end of speech, there is also one student (audience) who asked the speaker's opinion about something related to the speech topic.</li> </ul>
	4. Listener	The audiences were surprise when the researcher entered the class, but they could enjoy the activity after that.
	5. Feedback (from the listener)	The audiences looked enthusiast and listened to the speaker's speech carefully.
	6. Interference	The voice from other club was loud.
	7. Situation	The speech training activity conducted in the afternoon and whereas the students might be tired after her activity all day long. But, they were still spirit and enthusiast in following this program.
Communication strategies	1. The use of communication strategies	The speaker used some time gaining strategy many times. She paused her speech might be for gaining time to think or asked for audiences' help. She also used "restructuring" and "filler" mostly in her speech.

### OBSERVATION NOTE 7

Day/ Date : Monday, 19<sup>th</sup> of March 2018

Place : Al-Marzuqoh Mosque in Al-Mawaddah

Object of Observation : Student G

Focus of the research	Components	Note
speech communication process in public speaking (in Training of Speech)	1. Speaker	<ul style="list-style-type: none"><li>• Speaker has written her concept before.</li><li>• The speech was delivered loudly and clearly although speaker seemed not confident.</li></ul>
	2. Message	<ul style="list-style-type: none"><li>• The written concept is structured enough.</li><li>• Some words were pronounced incorrectly.</li><li>• Speaker deliver the message clearly.</li></ul>
	3. Chanel	-
	4. Listener	Some audiences watched the speaker, but sometimes, some of them were also chatted each other. Over all, they paid attention to the speaker.
	5. Feedback (from the listener)	Audience seemed understood what the speaker tell to them cause they listened to the speaker carefully.
	6. Interference	The voice of fan is loud and a little bit disturbing. But, that was not mind at all.
	7. Situation	Place and time are all effective enough
Communication strategies	1. The use of communication strategies	Speaker not used much types strategy. She only used restructuring and filler many times and pause with glancing to her friends, seems she asked the audiences' help when she encountered difficulties.

### OBSERVATION NOTE 8

Day/ Date : Monday, 19<sup>th</sup> of March 2018

Place : Al-Marzuqoh Mosque in Al-Mawaddah

Object of Observation : Student H

Focus of the research	Components	Note
speech communication process in public speaking (in Training of Speech)	1. Speaker	<ul style="list-style-type: none"><li>• The speaker has written her concept before and the teachers have corrected it.</li><li>• The speaker delivered her speech fluently and confidently. Furthermore, she was smile during her speech performance. She looks calm and enjoy the speech.</li></ul>
	2. Message	<ul style="list-style-type: none"><li>• The message was delivered briefly, and clearly.</li><li>• From her eyes was seen that she was tried to communicate with audience naturally.</li></ul>
	3. Chanel	There is no direct interaction between speaker and audiences. She only persuade the audiences to sing together.
	4. Listener	The students seems listen to the speech carefully.
	5. Feedback (from the listener)	Although they were listen to the audiences carefully, but some of them seems not understand the main of the speech deeply cause they were chatted with their friends.
	6. Interference	There is no interference from other club, because they were in mosque whereas it was far from others groups.
	7. Situation	The mosque was large and clean, so students could enjoy the activity.
Communication strategies	1. The use of communication strategies	She was seldom using communication strategies. But she repair her speech may times when she aware that she was making mistake (self repair/restructuring)



## Students' Speech Transcripts

### Student speech transcript 1

Speaker : Student A

Day/Date : Saturday, 24<sup>th</sup> of March 2018

Time/Duration: 02.40 – 02.53 P.M (05.22')

S : Speaker

A : Audience

M : Supervisor of Speech Training

C : Master of Ceremony (MC)

1	SA	Ok. Bismillahirrohmanirrohim..
2	SA	Assalamu'alaikum Warahmatullahi wabarakatuh..
3	A	Wa'alaikumsalam Warahmatullahi wabarakatuh..
4	SA	All praise be to Allah who creates Islam to be our religion and makes us to be the best generation who are born for human being and orders us to hold the religion firmly to the death.
5	SA	And Allah calls us because of closing it.
6	SA	Praise and Salutation always be upon to our Prophet Muhammad (Peace be upon Him),
7	A	Peace be Upon Him
8	SA	The leader of moslem and the last messenger and the best figure of this universe.
9	SA	And I never forget to say thanks to our master chairwoman,
10	SA	who has given me a little time to speak in front of you all by the title "Be a radiance people".
11	A	Yey... (Clapping)
12	SA	What is the title guys?
13	SA	We are... hihhi...
14	SA	Be a radiance people
15	A	Be a radiance people.
16	SA	Radiance people is person who can do her obligation as moslem or her religion.
17	SA	We as moslem, we have to do our obligation, beauty from inside our heart not from our face.
18	SA	er.. That is, that is radiance people like Muhammad SAW said:
19	SA	Bismillahirrahmaanirrahiim..

20	SA	قال رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ:
21	SA	إِنَّ اللَّهَ يُحِبُّ الْعَبْدَ التَّقِيَّ الْغَنِيَّ الْخَفِيَّ (رواه المسلم)
22	SA	From that hadist we must be a good moslem, er.. beauty from er.. and Allah not look from our beauty face but also our heart.
23	SA	We as Muslim, we must, we have to do our obligation.
24	SA	Do what Allah command to us and.. do what Allah command to us and Allah forgive to us.
25	SA	Allah command to us to pray to God Allah help person need us and don't be a helpless.
26	SA	We must er.. moslem, we as moslem we must keep our part of body which may not be visible er.. be visible while performing a rifa two.. two genitals all, except face and palm of hand.
27	SA	Ablution before sleep, before pray or afting or,, after taking a bath.
28	SA	That, that do is making radiance people from those, from those are example can make us er.. can make us radiance.
29	SA	And radiance not only from, for our personally but for, but we can be a radiance for another people.
30	SA	Summary from my speech is, be a good Muslim by our, by our re.., be a good radian, be a radiance people by our obligation as Muslim or young generation and, and by and by our and by with our job personally or another people.
31	SA	May this good relationship is going on.
32	SA	I ask I ask apologize if you found some mistakes from me and the last I say you
33	SA	Wassalamu'alaikum Warahmatullahi wabarakatuh..
34	A	Wa'alaikum salam Warahmatullahi wabarakatuh..
35		Is there any question?
36	M	Have you understand?
37	A	Haven't,
38		have, not yet.
39	M	Haven't?
40	A	not yet.
41		tell it more.
42	SA	We as moslem, we must be a radiance people for another people, eum.. for another people
43		We as moslem, we must keep our part of body which er.. may not be visible while performing a rival two genitals all
44		Examp (eksam..) except face and palm of hand.

45		eum.. eum.. from, from that, from those example er.. from those example can make us er.. radiance people [Pause 8']
46	M	what the means radiance people?
47	SA	Orang yang bersinar.
48	M	Hm..?
49	SA	Orang yang bersinar.
50	SA	Bersih? (Whispering)
51	SA	<u>Bersinar</u>
52	M	Audience, do you know about radiance people?
53	A	Not yet
54	SA	kita, er.. ss.. er.. s.. er.. kita, sebagai muslim harus er.. menjalankan kewajiban kita sebagai muslim.
55	SA	A... sebagai muslim kita ti kita harus bisa menjaga bagian tubuh kita yang tidak boleh terlihat oleh orang lain kecuali muka dan telapak tangan.
56	SA	Dari contoh-contoh tersebut kita bisa menjadi seorang yang berguna bagi orang lain.
57	SA	A... [Pause 22'] kita, kita harus er.. ber.. ber.. kita sebagai muslim harus melaksanakan apa yang Allah perintahkan kepada kita dan meninggalkan apa yang Allah larang kepada kita.
58	M	Have understand all?
59	A	Have
60	M	Give er.. once more your summary by English language
61	SA	Be a good re.. er.. be a good radiance people by our obligation as moslem.
62	M	To audience
63	SA	be.. er.. be a good radiance people by our obligation as moslem or young generation and by our personally for another people
64	SA	Spirit Galaxy of Star
65	A	Spirit..
66	SA	Allahu Akbar
67	A	Allahu Akbar
68	SA	Allahu 'Aziz
69	A	Allahu 'Aziz
70	SA	Spirit..
71	A	Spirit... (Clapping)

## Student speech transcript 2

Student : B

Day/Date : Saturday, 24<sup>th</sup> of March 2018

Time/Duration: 03.05 – 03.15 P.M (10.30')

S : Speaker

A : Audience

M : Supervisor of Speech Training

C : Master of Ceremony (MC)

N : Students who ask to the speaker

1	SB	Ok. Bismillahirrohmanirrohim..
2	SB	Assalamu'alaikum Warahmatullahi wabarakatuh..
3	A	Wa'alaikumsalam Warahmatullahi wabarakatuh..
4	SB	All praise be to Allah who creates Islam to be our religion and makes us to be the best generation who are born for human being and orders us to hold the religion firmly to the death.
5	SB	And Allah calls us because of closing it.
6	SB	Praise and Salutation always be upon to our Prophet Muhammad (Peace be upon Him)
7	A	Peace be Upon Him
8	SB	The leader of Muslim and the last Messenger and the best figure of this universe.
9	SB	Ok. And I never forget to say thanks to our master chairwoman who has given me a little time to speak in front of you all by the title "Loyal for Both of Parents".
10	A	Yey... (Clapping)
11	A	What is the title?
12	A	Loyal for Both of Parents
13	SB	Truly, it will be never forgotten by every man in the world except both of parents.
14	SB	And who has, who has er..
15	SB	it is no.. it is no.. pers is, it is no one person wa.. (/wΛ/) who has er.. who act an evil both of parents except a pers.. er.. pe er.. people who.. who has rude character and foolish.
16	SB	Do you know what the mean of rude character and foolish?
17	A	No.. not yet
18	SB	Rude character the mean of, rude character the mean "perilaku yang kasar" dan foolish, and foolish the mean is "bodoh".

19	SB	er.. Allah has, Allah his apostles and Ulamas from prophet Adam until now.
20	SB	Se.. he, he give eum.. he give.. he give warning about the important for take care both of parents and royal for both.
21	SB	Of course, Allah eh, of course royal both, loyal of both of parents is so very big, is so very duty and important is eh toer.. every Muslim.
	SB	Allah said:
22	SB	A`ūdzu billāhi minas-syaitānir-rajīmi
23	SB	بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
24	SB	<p>وَقَضَىٰ رَبُّكَ أَلَّا تَعْبُدُوا إِلَّا إِيَّاهُ وَبِالْوَالِدَيْنِ إِحْسَنًا ۚ إِمَّا يَبُلُغَنَّ عِندَكَ الْكِبَرَ أَحَدُهُمَا أَوْ كِلَاهُمَا فَلَا تَقُلْ لَهُمَا أَفٍّ وَلَا تَنْهَرَهُمَا وَقُلْ لَهُمَا قَوْلًا كَرِيمًا ﴿١٢﴾</p>
25	SB	The mean of it:
26	SB	The Lord, the lord had decreed, that than you, than you s.. er.. than you non save him and, that you and then, and that you show kindness of parent.
27	SB	Al isra' chapter twenty, Al-Isra' chapter twenty three.
28	SB	We as Muslim, that's right?
29	A	Yes..
30	SB	We as Muslim, we must reform that we always make a sin with our parent.
31	SB	Because, er.. because our parents is so very important er.. is so very important in the worlds.
32	SB	Let's do everything well, let's make ourself by good character, good deeds, eh good deeds and good eum.. and good character for both o.. for both of parents. You..r for both of parents. [pause 11']
33	SB	er.. Allah, Allah
34	SB	we, we mu../(mΛ:/) (wanna say must but canceled), we as, er.. we as Muslim, er.. we must loyal for both parents and take care for both.
35	SB	Because who.. eh because they who take care is we, is we seat take care we eat, we want eat, we want drink and always wake up when we sleep.

36	SB	Our, our mother who has, our mother who has pregnancy er.. of us er.. for us in nine yea.. (wanted to say years) er.. in nine months in her pregnancy and suckling in two years.
37	SB	And our fathers who look for the permitted er.. who look for the permitted, the permitted livelihood from, from from, sunrise until sunset.
38	SB	We, we'll er.. we must speak for both of parents by, by er.. by impoli (impolite but being cut), by polite
39	SB	And prohibition from us if we, when we ask speak, ah when we ask rude ,rude speak and and impolite for both of parents.
40	SB	We [pause 8'] we as muslim, we must.. er.. we must by er.. we must by.. For, for both of parents.
41	SB	We.. we can, we can ah, we can do it, we can loyal for both of parents because loyal for ah, loyal for both of parents parents is so very important on the worlds.
42	SB	Ok. May this good relationship is going on.
43	SB	Thank you for your attention.
44	SB	I ask sorry if you some mistakes from me and the last I say you
45	SB	Wassalamu'alaikum Warahmatullahi wabarakatuh..
46	A	Wa'alaikum salam Warahmatullahi wabarakatuh..
47	SB	Is there any question.
48	C	To our sister Nadila, the time is yours.
49	N	Assalamu'alaikum Warahmatullahi wabarakatuh..
50	A	Wa'alaikumsalam Warahmatullahi wabarakatuh..
51	N	I will ask to you. You said er.. we must loyal, loyal of parents. But of eh for parents but if you raise by a adultery parents. Are you honor for both of parents? And give your reason.
52	N	Thanks, Wassalamu'alaikum warahmatullahi wabarakaatuh.
53	A	Wa'alaikumsalam Warahmatullahi wabarakatuh..
54	SB	Yes, I I will loyal for both of parents because parents is eh parent who tea.. eh [pause 27']
55	SB	Yes, I will loyal for both of parent and I will remain, remain for both of parents is the er.. is the..
56	SB	we as, we as muslim, we forbi.. forbidden to us to, forbidden to us to, eh forbidden to us to er.. er..
57	SB	And I, I want eh, I will remain, remain for both of parent is the muslim es, muslim is the best decision, muslim is the be, is the best of people in the world.
58	SB	Please.. please come to Islam because eh, come to Islam because

		Islam is so very the best eh [pause 4'] ( <i>there is an audience wisphering "religion"</i> ) is so very the best religion.
59	SB	This (her friend whisper "come to islam, come follow islam") is follow me.
60	SB	If you.. if you (her friend whisper "if you if you don't follow me") if you don't want its okay.
61	SB	But I will, but I in, I in my, in my street you in your street but I loyal for you.
62	SB	But I not follow you in your bad street, in your bad street I follow my street, because I believed to Allah I believed of Islam I believed for my Prophet Muhammad and I love my religion and I love Islam.
63	A	Ye...
64	SB	Spirit I B of Zefulous
65	A	Spirit..
66	SB	Allahu Akbar
67	A	Allahu Akbar
68	SB	Allahu 'Aziz
69	A	Allahu 'Aziz
70	SB	Allahu Rohman
71	A	Allahu Rohman
72	SB	Allahu Rohim
73	A	Allahu Rohim
74	SB	Spirit..
75	A	Spirit... (Clapping)

### Student speech transcript 3

Student : C

Day/Date : Saturday, 10<sup>th</sup> of March 2018

Time/Duration: 02.46 – 02.53 pm (06.51')

S : Speaker

A : Audience

M : Supervisor of Speech Training

C : Master of Ceremony (MC)

1	SC	Assalamu'alaikum Warahmatullahi wabarakatuh..
2	A	Wa'alaikumsalam Warahmatullahi wabarakatuh..

3	SC	First of All, Let's pray and thanks to our God Allah SWT who has been given us Mercy and Blessing, so we can attend this nice place with good condition without getting any obstacles and any troubles.
4	SC	Secondly, May Solawat and Salam may be granted to our Noble Prophet Muhammad
5	A	Peace be Upon Him.
6	SC	Who has brought us from the darkness to the lightness, from the stupidity to the cleverness namely Islamic Religion.
7	SC	Ok, I'm standing here I want to deliver my short speech in front of you All under title.
8	SC	"ZEAL IS THE KEY OF SUCCES"
9	A	Yeay....
10	A	What is the title?
11	A	Zeal is the key of success.
12	SC	First of all, let me ask to you are.
13	SC	What the mean of "zeal"?
14	A	Not yet, Not yet.
15	A	Don't know
16	SC	Not yet?
17	A	Not yet..
18	SC	Ok, Zeal the mean is spirit.
19	SC	The successful has never got without effort, like coffee without sugar, the taste is tasteless.
20	SC	And Allah SWT have give, have give us, er.. have give us, have give us.. have give us.. [pause 13']
21	M	The brain
22	SC	(to make sure the word is correct, speaker pointed out her forehead and whisper "a mind" to the manager) Allah SWT have give us mind er.. to think, to think of in this life.
23	SC	er.. and let's face our, let's face our, let's face our success with er.. without des... without despair, because its.. because this is the best, the bad way, and islam and islam never, and, and never commanded with Islamic religion.
24	SC	For being, for being the success person we can read from the Al-Qur'an, because Allah has said in the Al-Qur'an.
25	SC	يٰۤاَيُّهَا الَّذِيْنَ اٰذٰهَبُوْا فَتَحَسَّسُوْا مِنْ يُۤوسُفَ وَاٰخِيْهِ وَلَا تَاْيَسُوْا مِنْ رَّوْحِ اللّٰهِ ۚ اِنَّهٗ لَا يَآئِسُ مِنْ رَّوْحِ اللّٰهِ اِلَّا الْقَوْمُ الْكٰفِرُوْنَ ﴿١٢٧﴾



		(Q.S. Yusuf: 87)
26	SC	The mean of it: “And never give up on Allah mercy, because [pause 8’] (get help from MM) except, except dis, except disbelieving people. Cha..p Chapter yusuf, chapter yusuf 87.
27	SC	For.., for being such er.. There are many yea.. there are many way for, for being success person, er.. the first, study hard for seeking knowledge and sains either.
28	SC	We can study, we can study, we can study everywhere, not only in school home or in room, but we can study from, we can study from our environment and from any people outside.
29	SC	Second, er.. we must, we must have er.., we must have er.... positive mind and idea er.. so be con, be confident people and planning what will we do for.. for.. the future.
30	SC	Eum.. the third, er.. third, we can, we can er.. we can pray to God Allah, we can ask for His help and to protect us every, every our step, and every our step and action.
31	SC	er.. because Allah, because Allah will, will, will give, will give, will give the easy, will give the easy, will give the easy [pause 7’] Allah will give the easy way for being a success person.
32	SC	For begin, for begin, be our, for begin to be a success person er.. we can, we can er.. the example is we can, we can fol, we can follow the, the, the competition.
33	SC	From, from the competition we can s.., we can stop we can take the lesson, if we must be a confident people, and we must, and we must, and we must believe if we can do what we, what we want to do.
34	SC	For, for to be, for to be a success person remember, remember on my message.
35	SC	er.. don’t think, don’t think if, don’t think if you can’t, just think if you can. You can if, you can, you can if you think you can.
36	SC	And, and never is impossible.
37	SC	Oke, may be enough here from my speech today.
38	SC	And, and I ask sorry if you find mistake from me. And the last I say you.
39	SC	Wassalamu’alaikum Warahmatullahi wabarakatuh..
40	A	Wa’alaikumsalam Warahmatullahi wabarakatuh..

#### Student speech transcript 4

Student : D

Day/Date : Saturday, 10<sup>th</sup> of March 2018

Time/Duration: 03.00 - 03.08 P.M

S : Speaker

A : Audience

M : Supervisor of Speech Training

C : Master of Ceremony (MC)

N : Students who ask to the speaker.

1	SD	In the name of Allah, the most Gracious and the most Merciful.
2	SD	Assalamu'alaikum Warahmatullahi wabarakatuh..
3	A	Wa'alaikumsalam Warahmatullahi wabarakatuh..
4	SD	First of All, Let's pray and thanks to our God Allah SWT who has given us mercy and blessing so we can attend this meeting without any obstacles in this great occasion.
5	SD	Secondly, Peace and salutation may be given to our Noble Prophet Muhammad,
6	A	(Peace be Upon Him)
7	SD	Who has brought us from the darkness to the lightness, from the stupidity to the cleverness namely Islamic Religion.
8	SD	Ok. I am standing here I would like to deliver my short speech in front of you under the title "Learn and Survive".
9	A	Yeay....
10	A	What is the title?
11	A	Learn and Survive. Spirit...
12	SD	From the first time, we have been in our mothers' belly we've survived very well. Our mothers have given us very good nutrition. That is our preparation to face to world.
13	SD	From the first time we open our eyes, do you know that we've tried to survive from the dust, or some voices that disturbed our sense.
14	SD	[pause 4'] er.. until now, we standing here, we stand, we are study at Al-Mawaddah Islamic Boarding School for Girls a pet (/pət/), step by step we've made our goals.
15	SD	That making us do stronger and stronger.
16	SD	Do you know that survival is just not Baden Powel of lifestyle?
17	SD	Survival it's not just defends from the very difficultness (difficult) moment without any facilities, but here for me, for us, survival is the step to get nearest to Allah, it names calm or patience.

18	SD	With calm and patience we can focus to our concern.
19	SD	As you know guys!
20	SD	Somebody have different mental and confidentaly too, but with this three mottos we can face the world together and face our own challenges.
21	SD	These are: The first, Repeat after me “Man jadda wajada”
22	A	Man jadda wajada.
23	SD	The means is, when there is a will there is a way.
24		And second is, Jarrib wala, a sorry. “Man sobaro dzofiro”.
25	A	Man sobaro dzofiro.
26	SD	Repeat once more.
27	A	Man sobaro dzofiro.
28	SD	The mean is, who’s patienest luckiest.
29		And the third is, “min haitsu laa yahtasib”.
30	A	Min haitsu laa yahtasib.
31	SD	Its mean, Allah is the best unpredictable maker.
32	SD	Forbid to us to just sing that loud but also do it by effort, agree?
33	A	Yess
34	SD	So, everybody is made by challenges and chances in their life.
35	SD	Challenges that sometimes Allah made for we face it well.
36	SD	er.. it’s just like problems and matters is to increase our degree between mankind and heaven’s occupants.
37	SD	And chances is, and chances are sometimes that Allah give er.. for upgrading ourself.
38	SD	It’s a probability to upgrading ourself. Its just take a time, we just can er.. move, that we can’t stop it or return it back.
39	SD	So we must used it very well because later we can regrets it. Isn’t right?
40	A	Yes...
41	SD	So, in here, in this Boarding School for Girls, we have many things especially for troubles and matters, but er.. let’s realize it, Allah give us troubles and matters to.. what.. to be our trainee, to be our trainee .That we must can take something some benefit from it. And Allah will help us.
42	SD	If our mother call us “assalamu’alaikum my child, how are you my child”.
43	SD	“wa’alaikumsalam mom, I’m fine”.
44	SD	“er.. have you er.. some er.. troubles there?”.
45	SD	“Yes mom, I have some, many troubles here, but I have Allah to

		face it”.
46	SD	So, Allah creates a troubles and matters to pass through together.
47	SD	We must face it.
48	SD	Then, the patienest the luckiest and the survivor er.. keep survives till the end.
49	SD	OK. I suppose enough here what I can deliver in front of you all.
50	SD	I beg your pardon if you found some mistake from me, and the last I say you.
51	SD	Wassalamu’alaikum Warahmatullahi wabarakatuh..
52	A	Wa’alaikum salam Warahmatullahi wabarakatuh..
53	M	Is there any question?
54	A	There is no
55	SD	er.. Spirit Syafira Syauqillah
56	A	Spirit..
57	SD	Allahu Akbar
58	A	Allahu Akbar
59	SD	Allahu ‘Aziz
60	A	Allahu ‘Aziz
61	SD	Allahu Rohman
62	A	Allahu Rohman
63	SD	Allahu Rohim
64	A	Allahu Rohim
65	SD	Spirit alanza
66	A	Spirit... (Clapping)

### Student speech transcript 5

Student : E

Day/Date : Saturday, 31<sup>th</sup> of March 2018

Time/Duration: 03.00 – 03.08 P.M (08.00’)

S : Speaker

A : Audience

M : Supervisor of Speech Training

C : Master of Ceremony (MC)

1	SE	Your excellencies, the supervisor of speech training.
2	SE	Your excellencies, the master of ceremony.
3	SE	And all of our sister in the happiness.

4	SE	Bismillahirrohmaanirrohiim..
5	SE	<i>Waidza huyyitum bitahiyyatin</i> , fahayyu biahsana minha au rudduha.
6	SE	Assalamu'alaikum Warahmatullahi wabarakatuh..
7	A	Wa'alaikumsalam Warahmatullahi wabarakatuh..
8	SE	Alhamdulillah, Alhamdulillahi Robbil 'alamin, wabihi nasta'in , wa'ala umuriddunya wad din.
9	SE	Wa sholaatuwassalaamu 'ala asyrofil anbiyaa walmursaliina.
10	SE	wa'ala aalihi washohbihi ajma'in, amma ba'du.
11	SE	<i>Asyhadu an Laa Ilaaha Illallah Wa Asyhadu Anna</i> Muhammadan Rasuuluh, laa nabiyya wa laa rasuula ba'dah.
12	SE	All praises be to Allah, the Lord of the world, the King of the King, and the creator of everything in this universe.
13	SE	Peace and salutation always be granted to our noble prophet Character Muhammad SAW
14	SE	Peace be Upon Him
15	SE	Who has brought us from the darkness to the lightness, from the stupidity to the cleverness namely Islamic Religion.
16	SE	And also, I don't forget to say thanks for mrs miss chairwoman who have given me a little time to speak in front of you all under the title "everyone step in the different step".
17	A	Yey... (Clapping)
18	A	What is the title?
19	A	Everyone step in the different step
20	SE	My sister in the happiness.
21	SE	We live in this world have, of course we has many a dreams, and also we have many potency, and because of it, er.. we er.., we also must know the potency of our life.
22	SE	We have.. we have many friends, families, or may be some peoples around us that we don't know.
23	SE	And of course, all of people in this world are need a peaceful are.. or need er.. good relationship between each other.
24	SE	And forget it, forget a good relationship between each other.
25	SE	We must, we need an understand, we need an understanding between me and you all, may be someone between each other.
26	SE	And so we must understand the different potency or may be the different character of some peoples.
27	SE	And because of it, because of it, we also must know if.. Ok, I will give the example for you.
28	SE	If may be we study in this class, maybe I will study and I will study

		what the teacher teach to me by quickly.
29	SE	It can be also sometimes, may be in another lesson I will receive, the.. another lesson by slowly.
30	SE	Are you ever feel like that?
31	SE	Yes...
32	SE	Of course, because of it, we must so, must understand with another people.
33	SE	And, if you have er.. destiny, may be you're have an idea for being doctor or may be for being a teacher, what will you do?
34	SE	Are you just sit, or you will study, or you will effort for it?
35	A	Effort.. we'll effort for it.
36	SE	Of course, many peop, of course all people in this world need a success, need a successful.
37	SE	Of course they will, they will do all, they will do all what they need by effort, struggle.
38	SE	May be if we need a successful or maybe we just need our life just stay like this.
39	SE	It's nothing. It's all depend on your heart.
40	SE	Mahatma Gandhi ever said, "your future is depend on what you do today"
41	SE	For bei (/bi:/) (wanna say being but cut it in the middle) And Allah also create us with our differenity, with our different character and with our different destiny.
42	SE	Do you know because of what?
43	SE	Because Allah ever said in the Holy Qur'an Chapter Al-Ahzab, Verse: 13)
44	SE	A`uudzu billaahi minas-syaitaanir-rajiimi
45	SE	يَتَأْتِيهَا النَّاسُ إِنَّا خَلَقْنَاهُمْ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاهُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا ﴿١٣﴾ (Al-Hujurat:13)
46	SE	My God. My friends! The mean, the mean of this chapter is, Allah create us with our differenity, with our different character, and with er.. and with our different potency.
47	SE	Its, is mean, it means because of Allah need we can, we can understand between each other.
48	SE	May be, I, I er.. I will, I will to be some-thing that not er.. not that, that, not your, your idea.

49	SE	We different, but it's nothing.
50	SE	The differenity make this world are colorful, are colorful (correct the pronunciation).
51	SE	And with our differenity we also, er.. with our differenity we will know, we will know how the way for understand with the good understanding.
52	SE	How the way for know if everybody is differ, everybody need, er.. everybody are need the different ways forget that dream.
53	SE	And, if we know we can look in Indonesia. In Indonesia, the problems, the big problem of Indonesia is the differenity.
54	SE	May be some religion like Islam, or may be other religion are never understand, because of a... the Holy book, the o our Holy Book are different.
55	SE	But Allah, er.. but Allah will, but Allah are ever written, Allah ever said in the Holy Qur'an if Allah make our differenity is make us, make us know how the way the different with, how the important, how the.. how the means, the secret means of our ho differenity.
56	SE	How the way to make our know if Islam is good, is a good religion that teach us for appreciate, for appreciate to other if we are different but it's us.
57	SE	Not er.. not only I am, not only I, bust we, but we. May be sometime, we also must know if walk, we walk. In need for our life.
58	SE	But we must also understand if someone also have a, if someone also have an idea.
59	SE	And.. and our obligation for appreciate it.
60	SE	And we have know if Indonesia are need a progress, what will we do? Sit? Or only stand?
61	SE	We as teenager, we must walk.
62	SE	Hello guys, we must get up, we must get up for our sleep, we must get up from our sleep and we must make the different, we must make the differenity with, being a colorful life.
63	SE	May be enough here all that I can speech.
64	SE	I beg your pardon if you found some mistake from me, because I am not perfect and Allah a, Allah is perfect one.
65	SE	Not all star can shine and not all bird can fly. It's same like me have many mistakes.
66	SE	Wabillahi taufik wal hidayah. Walridho wal inayah.
67	SE	Wastabikul khoirot

68	SE	Wassalamu'alaikum Warahmatullahi wabarakatuh..
69	A	Wa'alaikum salam Warahmatullahi wabarakatuh..
70	SE	Is there any question?.
71	A	there is no
72	SE	Spirit..
73	A	Spirit..
74	SE	Allahu Akbar
75	A	Allahu Akbar
76	SE	Allahu 'Aziz
77	A	Allahu 'Aziz
78	A	Be the best, do the best, for the best is good enough. Allahu Akbar
79	SE	Spirit..
80	A	Spirit..

### Student speech transcript 6

Student : F

Day/Date : Saturday, 10<sup>th</sup> of March 2018

Time/Duration: 03.01 - 03.08 P.M (06.51')

S : Speaker

A : Audience

M : Supervisor of Speech Training

C : Master of Ceremony (MC)

N : Students who ask to the speaker.

1	SF	Bismillahirrahmaniraahim..
2	SF	Assalamu'alaikum Warahmatullahi wabarakatuh..
3	A	Wa'alaikumsalam Warahmatullahi wabarakatuh..
4	SF	First of All, Let's thanks to God Allah The Almighty who has been given us Mercy and Blessing, so we can attend this meeting without any obstacles in this great occasion.
5	SF	Secondly, May Sholawat and Salam may be granted to our Noble Prophet Muhammad, (Peace be Upon Him) the great leader who has brought us from the darkness to the lightness in this world as well as we next world.
6	SF	And I don't forget to say thanks to Miss chairwomen who have given me a little time to speech in front of you all by the title: "Try



		Everything”
7	A	Yee...
8	A	What is the title?
9	A	Try Everything
10	SF	We are, as, we are now as young generation we have many chance for reaching our dreams.
11	SF	And I believe, everybody er.. everybody has a dreams, right?
12	A	Yes
13	S	Do you have a dream?
14	A	Yes..
15	S	Yes, cause dream er.. because, cause our future is according to our dreams.
16	SF	er.. as we are studying here, the way for.. reaching, the way for reaching our dream are try, effort and pray.
17	SF	Don’t just, don’t just try and effort, but we, but we should to pray to our God Allah, why?
18	SF	Because Allah dislike people who only try and effort without pray, without pray to Him.
19	SF	Cause Allah said, people who only try and effort, never pray to God Allah is a conceited person.
20	SF	You know what is conceited?
21	A	No..
22	SF	The mean is “sombong”.
23	SF	[pause 5’] When we felt dawn, don’t just give up!
24	SF	Let’s we try, try, and try again.
25	SF	er.. if, cause afraid when we, cause afraid, when we, when we afraid is a customary.
26	SF	er.. as in.. as in mahfudzot
27	SF	Bismillahirrohmanirrohim..
28	SF	Man jadda wa jada.
29	SF	No sweet without sweat.
30	SF	[pause 8’] er.. as a baby, baby don’t just walk, baby don’t just cry, but they er.. but they try they fall dawn and ya.. and there are.
31	SF	er.. If baby, if baby er.. if baby will try for walking but they, but they just give up not maybe will can walking now.
32	SF	As bird, bird don’t just fly they fall dawn and there are.
33	SF	Let’s we, let’s we take er.. let’s we take a knowledge from them. [pause 7’].
34	SF	Don’t follow our friend who unkind who are bad er.. bad attitude,

		let's follow our friend who who do, who do er.. good attitude. [pause 17']
35	SF	Now let everyone know that today we were a lot stronger, er.. we are a lot stronger than we were yesterday.
36	SF	Let's we try, try and try to reach our dream, if we afraid, if now we afraid for getting chances so how we can reach our, so how we can reach our dream, cause as I said er.. our future is according to our dreams come.
37	SF	So begin now, choose what your dream for er.. for making you know what we must, what we must preparing for, for reaching our success tomorrow. [pause 16'].
38	SF	Run to the right and get out er.. and get out a better way.
39	SF	Because there is the bright, there is a bright future waiting for us if we have a courage to move away.
40	SF	May be enough here from my speech.
41	SF	And, and I ask apologize if you find, if you found some mistake from me.
42	SF	And the last I say you.
43	SF	Wassalamu'alaikum Warahmatullahi wabarakatuh..
44	A	Wa'alaikumsalam Warahmatullahi wabarakatuh..
45	SF	Have you understand?
46	M	Is there any question?
47	SF	Yes deby understand?
48	N	(raise hand)
49	C	To our sister (FE)
50	N	Bismillahirrahmaniraahim..
51	N	Assalamu'alaikum Warahmatullahi wabarakatuh..
52	N	what your opini if there is people who have try, effort and have pray to God Allah but er.. her dream her dream have not come true?
53	N	Wassalamu'alaikum warahmatullahi wabarakatuh..
54	A	Wa'alakumsalam warahmatullahi wabarakatuh
55	SF	If there are people, there is a people who have try, effort but his dream er.. does not come er.. [pause 27'].
56	SF	May be there are a two ways, first, the first, Allah have not answer her, Allah have not answer her pray for.. er.. for make, for make her dream come true.
57	SF	A May be er.. her, what, what she ask to Allah is not best for her.
58	SF	Any more question?

59	SF	Spirit..
60	A	Spirit..

### Student speech transcript 7

Student : G

Day/Date : Monday, 19<sup>th</sup> of March 2018

Time/Duration: 02.47 – 02.53 P.M (05.22')

S : Speaker

A : Audience

T : Teacher who become supervisor of Speech Trainning

C : Master of Ceremony (MC)

N : Students who ask to the speaker

1	SG	Ok. Bismillahirrohmanirrohim..
2	SG	Assalamu'alaikum Warahmatullahi wabarakatuh..
3	A	Wa'alaikumsalam Warahmatullahi wabarakatuh..
4	SG	Respectable All audience in the happiness.
5	SG	All types of perfect belong to Allah alone the almighty God, the creature of the world who has also make unity always as to preside our creator art in the hereafter.
6	SG	Peace and salutation Sholawat may be open to our noble prophet Muhammad SAW (peace be upon Him)
7	A	Peace be upon Him
8	SG	And his family and his companions and his faithful followers in religion of Islam.
9	SG	And I don't forget to say thank you very much to our master of ceremonies who give me a little time so I can speech in front of you all by the title "Happily ever after".
10	A	Yey... (Clapping)
11	A	What is the title?
12	A	Happily ever after
13	SG	er.. as we know, we don't live (/laɪv/), we don't live er.. as we know we don't live forever in this world.
14	SG	We will face our death soon.
15	SG	And then er.. we will go to.. here (/hɪə/), here after.
16	SG	And we don't, we don't.. only live in this world and [pause 7']

		actual facing our here.. that.. that to facing our hereafter we should do good behavior.
17	SG	[pause 4'] And you should do a good behavior to others and, avoiding and, avoiding the.. for doing the.. that behavior to others.
18	SG	And to live happily in this world we should give thanks to our God, who give us mercy, blessing so we can learn, so we can walk, so we can breath, so we can see anything in this world happily.
19	SG	And then, [pause 4'] among us there are also disable. So, as the perfect creators Allah has create us, we should give so lot Thanks to our God by reciting Tahmid every day. [pause 7']
20	SG	And also we must send our pray to Him, if we want something or we need something.
21	SG	Don't ever forget to our God that, because, without Him we are nothing.
22	SG	We are can live happily in this world.
23	SG	And then [pause 6'] to live, to live happily in this world and hereafter we should do anything by knowledge.
24	SG	We should look for, look for knowledge from the child until we old later.
25	SG	Like in this.. like.. Rasulullah said
26	SG	بسم الله الرحمن الرحيم
27	SG	قال رَسُولُ الله صلى الله عليه وسلم:
28	SG	خَيْرُ الدُّنْيَا وَالْآخِرَةِ مَعَ الْعِلْمِ وَشَرُّ الدُّنْيَا وَالْآخِرَةِ مَعَ الْجُهْلِ (رواه البخاري)
29	SG	The mean of it:
30	SG	The good and, the good for, the good in this world and hereafter with knowledge and the bad in this world and hereafter with the fool.
31	SG	We don't want to be a fool right?
32	A	Yess..
33	SG	So, wha what must we do?
34	SG	We must look for knowledge and never forget to our God.
35	SG	er.. [pause 5'] so, for live happily in this world and hereafter or happily ever after we should first, we should never forget to our God.
36	SG	Second, we should give thanks to our God. Third, we should always looking for knowledge.

37	SG	And, may be enough here what I deliver to you.
38	SG	I beg your pardon if you found some mistake from me, and the last we say, sorry.
39	SG	And the last I say you.
40	SG	Wassalamu'alaikum Warahmatullahi wabarakatuh..
41	A	Wa'alaikum salam Warahmatullahi wabarakatuh..
42	SG	Is there any question?
43	A	There is no
44	SG	er.. Spirit Syafira Syauqillah
45	A	Spirit..
46	SG	Allahu Akbar
47	A	Allahu Akbar
48	SG	Allahu 'Aziz
49	A	Allahu 'Aziz
50	SG	Spirit..
51	A	Spirit... (Clapping)

### Student speech transcript 8

Student : H

Day/Date : Monday, 19<sup>th</sup> of March 2018

Time/Duration: 02.54– 02.58 P.M (04.15')

S : Speaker

A : Audience

M : Supervisor of Speech Training

C : Master of Ceremony (MC)

1	SH	Ok. Bismillahirrohmanirrohim..
2	SH	Assalamu'alaikum Warahmatullahi wabarakatuh..
3	A	Wa'alaikumsalam Warahmatullahi wabarakatuh..
4	SH	إِنَّ الْحَمْدَ لِلَّهِ نَحْمَدُهُ وَنُسْتَعِينُهُ وَنَسْتَغْفِرُهُ، وَنَعُوذُ بِاللَّهِ مِنْ شُرُورِ أَنْفُسِنَا وَمِنْ سَيِّئَاتِ أَعْمَالِنَا، مَنْ يَهْدِهِ اللَّهُ فَلَا مُضِلَّ لَهُ وَمَنْ يَضِلَّ فَلَا هَادِيَ لَهُ، نَشْهَدُ أَنْ لَا إِلَهَ إِلَّا اللَّهُ وَحْدَهُ لَا شَرِيكَ لَهُ، وَنَشْهَدُ أَنَّ مُحَمَّدًا عَبْدُهُ وَرَسُولُهُ، لَا نَبِيَّ وَلَا رَسُولَ بَعْدَهُ
5	SH	I would say pray to Allah who has give us strength, health, and blessing, cause in thi.., cause only with the heal.. cause only with the health and blessing to us we are able to gather in this

		beautiful place.
6	SH	O' Allah please give the peace and blessing to Muhammad
7	A	Peace be Upon Him
8	SH	His family and his companions till the day we are meet
9	SH	And I don't forget to say thanks to the miss chairwoman that in this change I can speech in front of you all by the title "Let's struggle to make a better of Indonesia"
10	SH	Yey... (Clapping)
11	SH	Indi, Indonesia is very wonderful country, why?
12	SH	Because Indonesia has er.. because Indonesia has many traditional language, art and culture that another country doesn't has it.
13	SH	And Indonesia er.. but.. unforntet.. unfortunately although Indonesia has wonderful wealth natural, Indonesia doesn't has.. Indonesia doesn't have er.. good generation enough.
14	SH	How could it be?
15	SH	Why our young generation is broke?
16	SH	er.. narcotics, free sex, corruption and another western culture er.. and that isn't in accordance with our behavior and our culture, isn't right?
17	A	Yes..
18	SH	Yes, er.. er.. like Rasululloh SAW said:
19	SH	إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّى يُغَيِّرُوا مَا بِأَنْفُسِهِمْ
20	SH	The mean of it:
21	SH	er.. Allah is, Allah will never change people's destiny er.. people's destiny, until er.. they sruggle with their.. with their.. until their struggle with their destiny.
22	SH	Oke guys, let's song Indonesian song
23	T	Let's Song?
24	T	Let's sing
25	A	Singing
26	SH	Sorry, lets' sing our Indonesia song
27	SH, A,	Indonesia tanah air beta.

	T	Pusaka abadi nan jaya. Indonesia sejak dulu kala. Tetap di puja-puja bangsa. Di sana tempat lahir beta. Dibuai dibesarkan bunda. Tempat berlindung di hari tua. Tempat akhir menutup mata.”
28	SH	Ok, may be enough here what I deliver to you.
29	SH	I ask sorry if you found some mistake from me, and the last I say you.
30	A	Wassalamu’alaikum Warahmatullahi wabarakatuh..
31	SH	Wa’alaikum salam Warahmatullahi wabarakatuh..

## Interview Transcripts

### INTERVIEW 6

Informant : Student H  
 Day/Date : Thursday, 29<sup>th</sup> of March 2018  
 Place : In front of Education office  
 Time : 02.29 – 02.54 PM  
 Duration : 24’41’’  
 R : Researcher  
 S : Student

1	R	How are you?
2	SH	I’m fine
3	R	a... enggak, ana mau Tanya-tanya tentang kemaren pas muhadloroh kan kemaren anti pidato, hari.. Senin minggu lalu ya kalok gak salah ya.
4	SH	Iya
5	R	Nah itu, konsepnya bikin sendiri atau gimana?
6	SH	Konsep bikin sendiri ustadzah. Mungkin kalok dari materinya bisa lihat dari referensi buku terus merangkainya sendiri.
7	R	Berarti, intinya idenya itu inspirasi dari buku, tapi di ta.. di a.. anti yang me.. apa ya mengaransemen sendiri gitu?
8	SH	Iya.
9	R	Nah, anti kemaren pidato judulnya apa.
10	SH	Let’s struggle to make better of Indonesia.
11	R	Nah.. itu kenapa kok tertarik dengan topik itu?
12	SH	Karena.. lihat ini ustadzah, lihat keadaannya remaja-remaja di luar itu, tertarik buat memotivasi temne-temen aja.
13	R	Iya, jadi istilahnya memotivasi teman-teman gitu ya?
14	SH	Iya
15	R	Itu.. a.. apa namanya. Anti menggunakan bahasa sendiri atau..
16	SH	Ya.. tetap menyaring dari pelajaran yang diajarkan di sekolah, terus ya.. kalok gak tau mungkin liat dari kamus.
17	R	Nah kalok boleh tahu, buku yang menginspirasi anti tu apa?
18	SH	Buku yang meginspirasi, a.. kayak semacam buku motivasi gitu ustadzah.
19	R	Ow.. jadi kayak buku-buku yang biasanya dibaca itu ya? A...



		bagus-bagus, bisa itu.. bisa menjadi apa namanya, buat yang temen-temennya yang lain juga kan biar.. Nah.. anti, biasa ikut lomba?
20	SH	Iya, kebetulan yang ini kemaren ikut lomba di IAIN
21	R	Ow... barusan kemaren ini?
22	SH	Iya.
23	R	A... apa namanya. Suka bahasa Inggris, apa emang suka bahasa Inggris atau gimana, atau mungkin?
24	SH	A... lebih menjoroknya ke bahasanya ustadzah, bukan ke bahasa Inggrisnya tapi lebih sukanya ke bahasa.
25	R	Nah.. terus a.. apa ya, hmm.. kemaren sendiri, kemaren pas pidato itu nervous gak?
26	SH	Kalok nervousnya sendiri enggak ustadzah, cuman mungkin kalok disini kurang persiapannya aja yang bikin ngadet-ngadet atau gimana gitu.
27	R	Ow.. ya persiapan. Nah.. persiapan sendiri nih, kalok untuk persiapan biasanya yang anti persiapin apa aja?
28	SH	A.. yang dipersiapin dari madahnya.. habis itu dari.. kalok ana sendiri tu dari madah, dari gerakan juga habis itu a.. ketepatan waktu.
29	R	Ketepatan waktu? Jadi a,, emang anti juga pmemperhitungkan ketepatan waktu.
30	SH	Durasi
31	R	Nah.. biasanya anti sebelum pidato kayak gitu, anti latihan gitu gak sih?
32	SH	Iya ustadah.
33	R	Latihannya disimak temennya atau di depan akaca, atau gimana?
34	SH	Kalok ana sendiri lebih suka belajar sendiri ustadzah, a.. mungkin nanti kalok ada temen-temen yang tertarik itu mungkin liat di kelas gitu.
35	R	A.. jadi kayak bareng-bareng biasanya sama temen-temen juga? Gitu. Ya mungkin karena anti biasa ikut lomba, sejak kapan?
36	S SH	Sejak dari kelas dua, dulu SD juga udah sering ustadzah. Tapi Alhamdulillah bisa, Alhamdulillah bisa berkelanjutan disini.
37	R	Ow... Jadi emang dari SD sudah sudah biasa. Bahasa apa dulu biasanya di SD?
38	R	Kebanyakan kayaknya... udah punya pengalaman di SD gitu kali ya..Soalnya kemaren itu juga beberapa itu anak yang... apa ana wawancara itu juga kelas satu, ada kelas satu dankelas dua itu

		sudah belajar pidato di SD nya gitu. Nah, berarti kan gini a.. berarti kan kalian itu terbentuk dari sejak SD. nah.. terus di sini itu dari kegiatan muhadloroh, kalian ngerasain perubahannya tu seperti apa?
39	SH	A.. Dari SD ke sininya ustadzah?
40	R	He'eh..
41	SH	A.. kalok menurut ana , kalok dulu di SD kan kayak cuman pidato-pidato aja gak ngerti maksudnya apa.
42	R	Ow.. kayak cuman hafalan.
43	SH	Iya, kayak cuman hafalan cuman di arahain nanti kayak gini, terus ini kayak gini artinya, cuman faham aja tapi gak ngerti gitu.
44	R	Ow.. iya iya
45	SH	Tapi kalo disini tu pidato sambil ngerti bahasanya, ngerti maknanya terus juga bisa bikin sendiri, kalok mungkin dulu tu cuman dibikinin terus diapalin cuman ngafalin gini gini gini.
46	R	Iya iya.
47	SH	Kalok disini bisa bikin sendiri, tahu maknanya dan bisa menyampaikannya itu sendiri itu ustadzah.
48	R	Nah, terus biasanya anti ketika pidato tu anti memperhatikan audience gak? Masutnya kan, mungkin nih ada audience yang mereka gak bisa menangkap apa yang yang kita sampaikan atau mungkin mereka ngobrol snediri kayak gitu, nah gimana. Anti memastikan atau endak audience ngerti apa yang anti sampaikan atau enggak , gitu.
49	SH	A.. kalok saya mulai dari judulnya dulu ustadzah. Mungkin ana makek judul yang bisa menarik audience, jadi audience tu “o gitu ya, o gitu ya”, pertama kayak gitu, kalok emang kayak ada mufrodat-mufrodat baru kayak kosa kata-kosa kata yang emang gak difahami sama audience tu ditanyakan gitu, yang sekiranya amudah gak perlu ditanyakan, yang sekiranya agak susah.
50	R	A.. nah terus kayak misalkan, pernah gak negur kalok semisalnya ada yang bercanda gitu atau gimana gitu pernah?
51	SH	Kalok sebagai.. ini sebagai permbicara sendiri lebih ke memusatkan perhatian ke ana ustadzah .
52	R	Berarti gimana caranya anti menarik perhatian mereka dengan cara, dengan cara gimana?
53	SH	Dengan cara, dengan cara ya. Gitu tadi ustadzah, dengan judul yang menarik, terus habis itu kalok misalakna ada yang giaman-gimana kayak ada yang berisik gitu ditanyain soal apa gitu yang tadi saya sampaikan.

54	R	Nah, kebetulan kan anti bagian bahasa, otomatis anti tahu perkembangan bahasa anak-anak itu seperti apa. Nah itu anak-anak sekarang, lebih tertib menggunakan bahasa, maksudnya udah tertib atau masih ya... banyak yang melanggar, ada yang menggunakan bahasa yang kurang tepat kayak gitu.
55	SH	Kalok melanggar ish, pasti masih ada ustadzah. A... buat nertibin itu sendiri, mungkin mereka itu masih ad arasa gengsi atau gimana, jadi yang penting kita selalu ngontrol, selalu lihat kondisinya, selalu Tanya ke pengurus kamar ke pengurus rayon dan pemberian-pemberian common expression di setiap pagi itu selalu dijalankan.
56	R	Berarti pemberian islahul lughoh tu kapan aja waktunya?
57	S	A.. pas pagi, sebelum a.. setelah bel makan 10 menit,
58	R	Itu di, ow.. itu di itu
59	SH	Iya, terus sekarang ada program, baru aja ustadzha. Jadi setiap a.. biasanya cuman pemberian mutarodifat, jadi cuman pemberian vocabularies itu dua, setiap malem itu habis isya',tapi sekarang ditambah sama itu, islahul lughoh satu.
60	R	Nah,, a.. terus ketika anti menggunakan bahasa ya, a.. misalkan nih anti mengartikan, biasanya menerjemahkan perkata atau anti biasanya mengambil keseluruhan makna?
61	SH	A.. pertama, pertama itu dilihat dari perkata dulu, mungkin dari perkata itu ada yang susah nanti bisa dihafalin, nah habis itu ntar di.. kalok emang agak, habis itu dilihat maknanya, a.. diterjemahinnya dari per kalimat.
62	R	Keseluruhan gitu ya?
63	SH	Iya
64	R	Masih ada gak anak-anak itu mengartikan perharfiah, per kata gitu, masih sering menemukan? Jadi misalnya kayak kebalik-balik jaid kayak adjective yang seharusnya blue car jadi mobil biru jadi car blue kayak gitu masih sering nemuin anak-anak yang kayak gitu?
65	SH	Masih sering ustadzah kalok kayak gitu.
66	R	Na, teruuus... a... anti masih sering menggunakan a... kalok misalkan ngobrol gitu, atau ya ngbrol atau pidato gitu masih pernah menggunakan a... atau mungkin berhenti lama, atau mungkin agak mikir.. gitu pernah?
67	SH	Ana tu kalok seringnya tu ini ustadzah, kalok saya pidato tu ana nikmatin gitu ustadzah. Jadi sebelum ana maju tu, saya a.. ini. Saya hafalin dulu, habis itu di..

68	R	Kembangin?
69	SH	Dimengerti maknanya habis itu dikembangin. Jadi.. na tuh suka ustadzah pidato, jadi tu pidato tu gak..
70	R	Nyendat-nyendat.
71	SH	He'eh.. jadi ana tu, kayak hobi gitu lo ustadzah, jadi kalok pidato tu.. seneng gitu.
72	R	Ow... ya ya ya, jadi ya.. nothing, maksudnya gak ada, gak ada, no problem gitu kan?
73	R	Nah... kalok misalkan ngeblank tiba-tiba gitu pernah gak?
74	SH	Pernah pasti.
75	R	Nah.. itu solusinya gimana?
76	SH	A.. solusi? Mungkin kalok ngeblank itu gara-gara kurang persiapan ustadzah yang jelas. Jadi solusinya ya.. harus mempersiapkan lebih.
77	R	Nah, maksudnya ketika saat itu juga tiba-tiba ngeblank. “ duh.. ngomong apa ini”, gimana?
78	SH	Setidaknya ini ustadzah, ana ngapalin pola a.. apa.
79	R	Inti, inti
80	SH	He'eh. Fikiran pokoknya itu, habis itu nanti kalok emang bener-bener ngeblank, InsyaaAllah bisa nglanjutin sendiri lah. Ntar mungkin habis ngomong itu, eh inget habis ini, ini..
81	R	Berarti, anti pas pidato tu lebih suka menghafal atau menggunakan bahasa sendiri?
82	SH	A.. kalok a.. kalok ana tu ya, menghafal iya, menggunakan bahasa sendiri iya. Jadi kolaborasi ustadzah.
83	R	Ow.. ya ya, jadi kolaborasi. Ya ya, jadi misalnya a.. menghafal iya, tapi mungkin harus memahami jadi bisa, bisa me..apa.
84	SH	Menjelaskan.
85	R	Nah, terus a.. kalok misalkan menjelaskan itu, anti lebih suka menjelaskan dengan contoh atau mungkin ya menjelaskan apa adanya gitu?
86	SH	Pertama ya.. dijelasin dulu, kalok belum faham, pakek contoh gitu ustadzah.
87	R	Nah, terus.. a.. apa lagi ya.. kalok di firqoh sendiri, misal di firqoh kelas lima itu memang gak ada bahasa Indonesia ya?
88	SH	enggak ustadzah, dari jadi pengurus ini, manager itu udah gak pakek bahasa Indonesai, tapi tetep ada bahasa Indonesai. Tapi..managerya gak boleh pakek, gak boleh pidato pakek bahasa Indonesia, jadi cuman bahasa Inggris sama bahasa Arab.

89	R	Kelas empat gitu?
90	SH	Iya.
91	R	Ow.. jadi intinya bahas Indonesia itu untuk melatih aja. Berarti kalok kelas 4, kalok keals 5 berarti bahasa Arab, bahasa Inggris yang satu hari berarti buat apa?
92	SH	Makalah.
93	R	Yang nentuin madahnya dari MBI?
94	SH	Iya
95	R	Oke, sperti itu dulu. Good luck and thank you.
96		

## INTERVIEW 7

Informant : Student G

Day/Date : Thursday, 29<sup>th</sup> of March 2018

Place : In front of Education office

Time : 03.04 – 03.28 PM

Duration : 24''00''

R : Researcher

S : Student G

1	R	How are you?
2	SG	Alhamdulillah.. I'm fine
3	R	Where are you come from?
4	SG	A.. Jawa Tengah ustadzah.
5	R	Jawa Tengahnya mana?
6	SG	Banjarnegara.
7	R	Barjarnegara, banjarnegara, ngapak?
8	SG	Iya, agak deket sama Jawa Barat.
9	R	Nah.. ini ana mau Tanya-tanya tentang kemaren pas muhadloroh. Nah, kemaren anti pas muhadloroh anti apa judulnya? A.. Happy ever after ya?
10	SG	Iya.
11	R	Nah.. itu,anti kemaren bikin konsepnya bikin sendiri atau gimana?
12	SG	Bikin sendiri.
13	R	Bikin sendiri, mungkin inspirasinya dapat dari mana?
14	SG	Mungkin a.. apa ya.. kan banyak lagu kayak yang tentang

		<i>Happily ever after</i> gitu kan?
15	R	He'eh..
16	SG	Lagu-lagunya jaman sekarang kalok tentang happily ever after tu selalu tentang pacar-pacar gitu lo ustadzah.
17	R	Iya.
18	SG	Nah.. ana tu kayak mau nglurusin gitu lo ustadzah, Happily ever after gak sama.
19	R	Gak selalu.
20	SG	Selalu sama gitu. Sedangkan kita juga butuh, masih ada kehidupan..
21	R	Setelah
22	SG	The next, setelah di dunia ini. Happily ever after, dalam artian yang.. selarasa sama kita lah gimana anak pondok mikirnya.
23	R	A.. jadi emang inspirasinya, dari lagu awalnya?
24	SG	Iya, dari lagu awalnya.
25	R	Nah.. itu, anti kenapa tertarik dengan konsep itu, maksudnya.. dengan.
26	SG	Itu buat nglurusin lagi jalan pikirnya orang-orang, ternyata happily ever after itu gak Cuma di dunia, di akhiratpun masih ada.
27	R	ow.. iya. Ya ya ya. Terus, pas menyampaikan pidato itu anti menghafal atau ya.. menghafalkan konsep atau ya..menggunakan bahasa sendiri?
28	SG	<i>Out off concept.</i>
29	R	Gimana?
30	SG	<i>Out off concept.</i>
31	R	Jadi?
32	SG	Jadi dari konsep itu dikembangkan lagi.
33	R	Ow.. jadi intinya, maksudnya seperti itu, nanti pas penyampaianya ya.. bisa menggunakan bahasa sendiri.
34	R	Oke, anti sendiri sebenarnya suka gak sama muhadloroh?
35	SG	Ana sendiri suka. Kadang juga kadang kalok misalkan Cuma, kita tu pas lagi disuruh speaker, jadi kayak ada..
36	R	Dorongan?
37	SG	Irodah, iya. Kalok misalkan enggak, kalok cuman jadi, jadi listener gitu kadang bosan, kayak speakernya gak bisa bawa audience gitu. Ya.. sama-sama masih belajar aja sih. Jadi kadang kalok semisalnya jadi listener gitu masih, ini gimana kurangnya, bis..
38	R	Istilahnya, bisa menilai gitu ya..

39	SG	Iya.
40	R	Nah, anti sendiri terus, untuk bahasa ni. Anti suka bahasa Inggris gak?
41	SG	English.
42	R	Suka bahasa Inggris?
43	SG	Suka bahasa Inggris.
44	R	Emang dari dulu suka bahasa Inggris?
45	SG	Dari.. dari SMP
46	R	Ow.. anti taksif?
47	SG	Iya.
48	R	Ana juga taksif. (ketawa).
49	R	Trus, untuk pidato sendiri, dulu di SMP udah pernah belajar atau..
50	SG	Pernah speech contest.
51	R	Ow.. Pernah iku speech contest. Disini?
52	SG	di sini, paling speech contest yang dari ini, dari apa
53	R	Munadhomah (pengurus pusat)
54	R	Oke, berarti emang udah ada pengalaman ini, speech di luar. Nah.. kalok untuk kemaren pas di SMP sendiri, biasanya konsepnya di buat kan atau gimana?
55	SG	Kalok SMP dibuat kan.
56	R	jadi, mungkin bedanya, sekarang disini udah bisa bikin sendiri, udah bisa ngomongin sendiri.
57	R	Nah, terus a... apa namanya, anti pernah, ketika biasanya mungkin ketika pidato nih trus tiba-tiba anti blank gitu, itu gimana, anti apa yang akan anti lakukan?
58	SG	Ya memusatkan perhatian ini dulu, biar lupa kalok, biar audience gak faham kalok kita lagi blank.
59	R	Jadi, intinya mengalihkan..
60	SG	Iya, mengalihkan perhatian.
61	R	Biar, ya.. itu biasanya gimana cara mengalihkannya?
62	SG	Kayak.. diajak nyanyi dulu.
63	R	he'eh..
64	SG	Kalok enggak Tanya jawab, gimana, udah sampek dimana faham apa belum.
65	R	Pernah gak misalkan berhenti atau misalkan "er..", "er.." pernah kayak gitu, sering?
66	SG	Kalau itu sering.
67	R	Nah, itu biasanya anti "er.." maksudnya anti dengan seperti itu, sebenarnya anti kenapa, kok kayak gitu.
68	SG	Biasanya, apa ya.

69	R	Atau mungkin sambil berfikir.
70	SG	Iya, sambil berfikir kayak, nyari sambungan yang pas, walaupun out of concept gitu.
71	R	Jadi istilahnya, mungkin ketika menyampaikan sesuatu tiba-tiba blank, bagaimana agar tetep jalan, mencari ya.. mungkin apa dibelokan intinya tu dibelokkan atau mungkin..
72	SG	Dibelokkan, tapi masih tetep nyambung.
73	R	Ow.. gitu, atau pernah gak kalok misalkan kayak gitu karena blank, ya udahlah gak jadi diterusin terus malah ngomongin yang lain gitu?
74	SG	Pernah
75	R	Pernah?
76	R	Karena, mungkin a.. apa ya.. ya.. gitu blank. Nggak, itu biasanya, vocab itu ngaruh gak?
77	SG	Pengaruh banget, jadi kayak kalok udah, kalok masih jadi kayak a'dlo' gitu kan ini ya.. ustadzah, vocabnya kan yang masih rata-rata kayak masih benda gitu, kalok misalkan yang udah kelas lima kayak gini yang kayak udah "minister of law" yang kayak gitu-gitu yang itu kepakek banget ya kelas 5 kelas 4 ini. Udah mulai tinggi vocabnya, jadi yang udah gak vocab sehari-hari doang.
78	R	Nah, itu berarti kan vocab itu sangat berpengaruh ya ketika pidato?
79	R	Nah, kalok misalkan nih, vocab kita terbatas, nah itu kira-kira apa yang perlu di... gimana agar pas pidato tu, ana itu bisa menguasai vocab-vocab tentang tema itu, gitu?
80	SG	Kalok ana sendiri ya ustadzah, ana itu pertama itu, memperhatikan orang lain pidato dulu, itu.. vocab apa yang belum kita tahu, catet dari situ ntar kita cari artinya di ini, kalok misal kurang bener apanya, kurang bener pronuncenya gitu, kalok semisal vocab-vocab sendiri emang sbelum maju, ana emang cari vocab-vocab yang emang bener-bener bisa bantu.
81	R	Itu berarti salah satu persiapan..
82	R	Nah, terus kira-kira sebelum pidato, selain itu vocab itu tadi, yang anti persiapin apa? Yang misalnya yang dipersiapin sebelum tampil itu lo.
83	SG	Otomatis mentalnya
84	R	Mental? Itu..
85	SG	Iya
86	R	Terus, selain itu mungkin latihan gitu?
87	SG	Latihan di kelas, latihan.. kadang tu emang bahasa Inggris disini



		kan kurang ya ustadzah, jadi tu.. kayak bahasa Inggris yang <i>broken language</i> gitu, jadi.. ya.. pronouncenya, bener-bener grammarnya itu dibenerin dulu, biar gak malu juga di depan.
88	R	Ya ya, jadi, istilahnya a.. mungkin bisa jadi berpengaruh karena bahasa keseharian, gitu kan? Jadi, istilahnya.. emang perlu effort lebih gimana biar gak berpengaruh dengan bahasa keseharian gitu kan?
89	SG	Iya.
90	R	A.. apa namanya, misalkan ni, ketik anti a.. apa ya. Anti biasanay, pernah merhatiin audience gak? Maksudnya gini, mungkin.. ada beberapa audience gak bisa menangkap apa yang kita sampaikan. Nah itu kira-kira gimana biar mereka faham.
91	SG	Iya, waktu ana jadi mudabiroh ustadzah. Mungkin kalok sekarang kan temen-temen sendiri ya, jadi jujur ustadzah ana lebih PD sekarag dari yang kemaren, soalnya kalok yang kemaren ka nada dari berbagai tingkatan kelas gitu kalok muhadoroh ini, apa di second campus. Itu.. biasanya Tanya sama a'do' kelas satu, "first grade, do you understand?". Pasti ditanyain kayak gitu, soalnya mesti emang mereka tu kan ya anak masih baru, juga kurang ini. Terus kalok misalkan yang lain juga ana tayain "is there any question?". Or.. gimana. Kadang ana ska kesel ustadzah, kayak mereka tu udah sok faham gitu lo ustadzah, gak da pertanyaan, gak ada pertanyaan sama sekali kayak yakin faham?. Ntar kalok misalnya disuruh ngasih summary ternyata, astaga.. sama aja.
92	R	Nah, terus misalnya anti a.. apa namanya, anti a.. gimana ya maksudny, hmm.. Nah pas ditengah-tengah pidato itu anti misalkan, pernah gak, anti pas pidato tiba-tiba anti berhenti terus ngasih clue ke temennya, misalkan anti lupa vocab apa gitu pernah?
93	SG	Pernah.
94	R	Itu biasanya gimana, semisal apa anti melirik seperti itu atau bagaimana?
95	SG	Itu kayak gini ustadzah.
96	R	Iya
97	SG	Biasanya ustadzah, temen ana sendiri ustadzah, jadi sebenarnya itu gak nglirik ke dia, tapi mata ana tu juga ke dia. Jadi gak begitu kelihatan gitu lo ustadzah.
98	R	jadi tu kayak, sebenarnya anti berusaha kayak mikir-mikir tapi tu ya.
99	SG	Iya

100	R	Mereka sendiri, misalkan temen anti sendiri dengan respect langsung a.. gitu.
101	SG	Ya itu, ya..
102	R	Terus, kalok kelas lima kan, antunna gak menyediakan kamus ya pas muhadloroh itu? Ada, disediain kamus?
103	SG	A... enggak ustadzah.
104	R	Enggak? Kan biasanya a'do' disediain kamus, biar mereka itu. Anti dulu waktu a'do' pernah gak menggunakan kamus itu.
105	SG	kalok ana enggak ustadah, soalnya dulu waktu jaman a'do' ana ini ustadzah, kayak masih terpaku sama konsep ana.
106	R	(ketawa)
107	R	Ya.. mungkin itu dulu dari ana. Good Luck..
108	SG	Aamiin
109	R	Pokomya ditingkatin lagi bahasa Inggrisnya dan juga pidatonya. Terus juga gunakan bahasa Inggris yang baik dan benar. Nah terus, seumpama ana kira-kira pengen bgobrol lagi ya nanti ana panggil. Nanti maksudnya juga kapan anti luangnya kira-kira nanti ana. Udah, syukron.. kasiron, ma'an najah. Na'an.
110	S	Syukron ustadah.
111	R	na'am..

## INTERVIEW 9

Informant : Student F  
 Class : X IPA  
 Day/Date : Monday, 2<sup>nd</sup> of April 2018  
 Place : In front of Education Office  
 Time : 03.13 – 03.27 PM  
 Duration : 14”27”  
 R : Researcher  
 SF : Student F

1	R	How are you?
2	SF	I am fine (tertawa)
3		Ini, ada beberapa yang ingin ana tanyakan.

4	R	Yang kemaren itu anti tentang.. sek apa ya? Punya anti kemaren pidatonya itu judulnya apa kemaren?
5	SF	<i>“Try everything”</i>
6	R	A.. iya <i>“try everything”</i> . Nah, itu anti kenapa tertarik dengan itu
7	SF	Hmm..
8	R	He’eh. Mungkin ada apa.. tujuannya dengan apa namanya.
9	SF	Biasa aja ustadzah
10	R	Apa emang lagi pengen bahas itu.
11	SF	Emang lagi pengen.
12	R	Anti bener-bener faham dengan konsep itu?
13	SF	InsyaaAllah
14	R	Insyaa Allah, karena buat sendiri ya?
15	SF	Ho’oh
16	R	(terawa). Terus habis itu, nah, ketika anti membuat konsep, cara anti menuangkan ide. Gimana ya.. cara anti menyusun konsep itu, apakah, apakah ya.. pokoknya ana nulis konsep atautkah ada step-stepnya.
17	SF	Ana kalok semisal nulis konsep, ana tulis dulu. Apa, poin-poinnya yag mau ana tulis apa aja. Terus gimana-gimana. Entar kalok udah, dijabarin satu-satu terus disusun.
18	R	Mm.. terus susunannya berarti apa, maksudnya apa dulu
19	SF	Biasanya ya pengertiannya dulu. Terus, ya.. tergantung isinya kadang tu.
20	R	Berarti menyesuaikan ya?
21	SF	He’eh
22	R	Terus... nah, gimana cara anti membuat audience itu tertarik mendengarkan pidato anti.
23	SF	Kadang ini, biasanya audience itu tertarik mendengarkan dari judul kita.
24	R	Hmm..
25	SF	Biasanya kalok dari awal judul kita udah, apa
26	R	Menarik?
27	SF	Menarik, biasanya mereka bakal dengerin.
28	R	Jadi intinya harus menarik, meskipun mungkin isinya...
29	SF	Judul, terus topik pembicaraan kadang termasuk.
30	R	Nah, terus habis itu. Nah kemarin itu kan, kemarin itu disana ya ruangannya?
31	SF	Iya, disana.

32	R	Nah disana itu anti nyaman gak sih? Kan ada suara-suara dari kelompok lain, nyanyi-nyanyi.
33	SF	Biasa aja.
34	R	Biasa aja?
35	SF	Tapi kalok, karena selalu kayak gitu jadi udh..
36	R	Sudah terbiasa ya?
37		Kalok misalkan jaid audience, kan misalkan jadi speaker nih ya udah biasa. Kalok misalkan pas jadi audience gitu?
38	SF	Kalok... ini, denger suara dari samping?
39	R	He'eh
40	SF	Ya... kalok, kadang ganggu juga sih. Kalok ini, kalok terlalu keras, ini sampek gak kedengeran.
41	R	Mau nulis. Kan antunna kan harus memperhatikan juga kadang untuk nulis resume kan?
42	SF	He'eh.
43	R	Terus.. a.. nah misalkan anti mem, apa, me, menghadapi keuslitan untuk mengungkapkan misalkan apa ya.. misalkan mau ngomong apa gitu anti terus misalkan lupa vocabnya atau gimana gitu. Anti gimana?
44	SF	Lupa vocab?
45	R	He'eh..
46		Bisa jadi lupa vocab, atau bingung mau ngomong apa habis ini ya..
47	SF	Kalok lupa vocab kan ada kamus.
48		Kalok lupa itu kadang terpaksa cari topic dadakan. (tertawa)
49	R	Cari topik maksudnya, mengalihkan topic atau gimana?
50	SF	Ya yang masih bersangkutan dengan judul misalnya, tapi yang udah gak sesuai dengan yang disusun.
51	R	Ow... maksudnya mau ngomong kalimat A gitu, terus tiba-tiba ditengah-tengah tek, bingung mau ngomong apa terus akhirnya ganti ngomong kalimat B, tapi intinya masih sama?
52	SF	Iya
53	R	Hmm.. terus, nah kalok pas gak tau vocabnya pernah gak tiba-tiba akhirnya menggunakan bahasa Indonesianya?
54	SF	Enggak
55	R	Kalok dalam keseharian, dalam bahasa sehari-hari?
56	SF	Pernah. (tertawa)
57	R	(tertawa) kalok pas pidato gak pernah, tapi kalok sehari-hari pernah?

58	SF	Biasanya udah disiapin soalnya kalok pidato. Ana gak pernah, gak pernah sampek bukak kamus.
59	R	Berarti anti udah menyiapkan vocab-vocab yang sekiranya susah gitu?
60	SF	Iya.
61	R	Nah kalok keseharian itu pernah berarti menggunakan bahasa Indonesia?
62	SF	Iya kadang misalkan ngomong pakek bahasa Arab gitu misalnya, nanti ya udah khusus di itu pakek bahasa Indonesia. gitu.
63	R	Campur?
64	SF	Iya
65	R	Terus.. kalau bahasa Indonesia yang di inggriskan. Misalnya bahasa Indonesia tapi dikatakan secara bahasa Inggris gitu. Misalkan gini, a..kata bahasa Indonesia tapi di pronounce bahasa inggris.
66	SF	Itu, kenapa?
67	R	Pernah, pernah?
68	SF	Gak, gak pernah ustadzah.
69	R	Atau mungkin gak sadar kali.
70	SF	Iya (ketawa)
71		Nah, a.. nah kalok misalkan kayak tadi, terpotong itu tadi. Ya itu, anti misakan mau ngomong kalimat A, terus ditengah-tengah tu bingung, bisa jadi lupa. Pernah gak ngulang lagi, berusaha melanjutkan tapi ngulang lagi dari awal. Pernah gak?
72	SF	Pernah, ngulang tapi ya gak banyak. Pernah ngulang kalimat yang sering diucapkan, tapi Alhamdulillah terus nyambung. Gak, gak.. ini. Gak putus lagi.
73	R	Nah, nah itu gini. Ngulang lagi tu tujuannya apakah untuk istilahnya kayak, kalok-kalok, kayak misalkan orang hafalan kan ngulang lagi biar keinget terusannya kayak gitu lagi apa gimana?
74	SF	Iya.
75	R	Ow.. jadi kayak misalkan ditengah-tengah terpotong habis itu ngulangi lagi?
76	SF	Iya, ngulang lagi biar inget.
77	R	Terus, kayak misalkan sering menggunakan kayak “eum..”, “aa..”, “a.. apa ya..”. gitu gak, pernah gak?
78	SF	Iya
79	R	Itu kenapa kayak gitu?
80	SF	Mikir
81	R	Jadi tu kayak gitu istilahnya anti kayak a.. me.. apa ya? Jeda

		waktu buat mikir gitu?
82	SF	Iya. Kadang reflek sih, gak sadar kadang nyebut
83	R	Ow... sambil mikir itu kah?
84	SF	Iya
85	R	Nah, anti pernah denger strategi komunikasi gak?
86	SF	Belum pernah
87		<p>Jadi gini, strategi komunikasi itu ada yang secara umum. Maksudnya gini, strategi komunikasi berarti gimana caranya berkomunikasi dengan baik. misalkan dalam hal-hal manajemen kayak gitu. Misalkan kayak perhotelan, gimana caranya berkomunikasi dengan customer kaya gitu, misalakan. Nah itu yang secara umum.</p> <p>Terus ada strategi komunikasi yang khusus untuk a.. apa ya? Untuk pembelajar, pembelajar, iya pembelajar bahasa asing. Yaitu strategi yang digunakan mungkin ketika seorang speaker, yaitu seorang pelajar itu mengalami kesulitan dalam berkomunikasi, bisa jadi karena keterbatasan vocab, atau keterbatasan grammar. Contohnya ya kayak itu tadi, kayak menggunakan "eum..", "a..", itu tadi namanya filler. Gunanya ya untuk itu tadi, seperti yang anti sampaikan. Bisa jadi dia menggunakan itu untuk berfikir. Atau bisa jadi dia menggunakan. Misalkan anti menjelaskan "POHON". Anti mau menjelaskan pohon tapi anti lupa maksudnya gitu loh. Anti akhirnya gini, pohon. "itu adalah sesuatu yang mempunyai akar, mempunyai batang, mempunyai daun, mempunyai buah". Anti akhirnya menjabarkan itu biar yang anti ajak bicara tu faham yang anti maksudkan itu pohon. Itu juga salah satu strategi</p>
88	SF	Ow..
89	R	Nah.. terus, menurut anti strategi ini penting gak digunakan dalam pidato?
90	SF	Strategi dalam berkomunikasi?
91	R	He'em. Strategi komunikasi tadi.
92	SF	Penting, buat pemahaman audience.
93	R	Kalau dalam kehidupan sehari-hari penting gak menurut anti strategi itu?
94	SF	Penting.
95		Terus.. kira-kira mm.. selama ini menurut anti kesulitan yang sering anti hadapi saat pidato itu apa? Yang paling anti istilahnya, yang paling bener-bener ya.. kadang menjadi halangan gitu. Dari segi bahasa kah, atau dari segi teknisnya mungkin, atau dari segi

		apa.
96	SF	Kadang yang ditakutin tu ya kalok lupa.
97	R	Nerveous?
98	SF	Iya.
99	R	Hmm.. kalok dari segi bahasa, fine?
100	SF	InsyaaAllah fine
101	R	Nha.. anti kesehariannya, sehari-hari menggunakan bahasa kan?
102	SF	(*mengangguk)
103	R	Iyak, nah, bahasa yang anti gunakan tu seperti apa? Ya mungkin disini bahasanya seperti itu, apakah ngikut seperti itu atau gimana? Atau menggunakan bahasa yang <i>grammatically correct</i> .
104	SF	Tergantung.
105	R	Tergantung?
106	SF	Ya.. kadang kalok ana tau itu yang bener ya kadang ana pakek yang bener. Kadang juga, ya masih ngikut. Kadang tu juga ad ayang bener, ada yang enggak.
107	R	Iyak. Terus kalok dikelas pakek bahasa Inggris gak?
108	SF	Ya.. ngikut minggu,
109	R	Maksudnya pas waktunya bahasa Inggris gitu.
110	SF	Iya
111	R	Pakek bahasa?
112	SF	(*mengangguk)
113	R	Yang ngajar pakek bahasa Inggris atau.. siapa, ustadzah siapa?
114	SF	Ustadzah Ula.
115	R	Oh iya ustadzah Ula. Full English atau biasa campur-campur?
116	S	Campur.
117	R	Campur. Jadi gak full English gitu ya?
118	SF	Enggak.
119	R	Trus, apa namanya, mungkin. A...ya itu mungkin itu dulu.
120	SF	Iya
121	R	Ya.. mungkin cukup sekian, saya pokonya maksih banget lo ya.. ana, mungkin anti, mengganggu waktunya ana minta maaf.
122	SF	Enggak ustadah
123	R	Ya udah, good luck. Belajar yang rajin.

## INTERVIEW 10

Informant : Student C  
 Day/Date : Tuesday, 3<sup>rd</sup> of April 2018  
 Place : In front of Teachers' office  
 Time : 02.50 – 03.01 PM  
 Duration : 11”30”  
 R : Researcher  
 SC : Student C

1	R	How are you?
2	SC	Hehe.. Fine.
3	R	a... ini mau, ya... melanjutkan ngobrol-ngobrol yang kemaren aja.
4	R	Langsung aja ya... kan kemaren anti judulnya tentang.. apa ya kemaren ya? Kok ana lupa juga ya. Anti lupa juga?
5	SC	(tertawa)
6	R	Oh iya. “Zeal is the key of success”
7	SC	Oh iya “Zeal is the key of success”
8	R	Nah, itu anti kenapa ngambil tema itu. Tertarik kenapa?
9	SC	Pengen njelasin, ya udah pengen njelasin kalok kita semangat tu kita bisa sukses gitu.
10	R	Intinya ya.. ingin memotivasi teman-temannya. Oh.. gitu.
11		Nah, terus, kemaren, kemaren, anti kemaren konsepnya bikin sendiri ya? Nah itu, anti faham gak sih dengan yang anti sampaikan.
12	SC	Faham
13	R	Ya, udah, terus.. habis itu. A.. nah biar apa yang anti sampaikan, pesan yang anti sampaikan itu nyampek ke audience, maksudnya biar audience tu faham, itu gimana cara anti gimana memastikan kalok mereka itu bener-bener faham dengan konsep, dengan apa yang anti sampaikan.
14	SC	Dijelasin, dikasih contoh.
15	R	Dijelasin, dikasih contoh. Maksudnya, anti tu yakin gak kalok dia faham? Caranya gimana?
16	SC	Bertanya
17	R	Bertanya, he’eh. Bertanya gimana. Memastikannya gimana?
18	SC	a.. ya, gimana ya..



19	R	Atau mungkin suruh istinbath (memberikan rangkuman) gitu mungkin?
20	SC	Enggak sih kalok istinbath. Ditanyain, udah faham apa belum. Terus apanya yang belum faham, dari sebelah mana?
21	R	Ow.. gitu. Tapi kadang biasanya ada yang nanya gak?
22	SC	Gak tahu, kadang juga gak ada yang nanya (tertawa)
23	R	Nah, terus a.. kan kemaren kayaknya anti Pernah bilang kalok misalkan a.. pernah, pernah berhenti ditengah-tengah, maksudnya kalok mau nyampaikan apa gitu terus lupa apa gimana gitu terus ditengah-tengah berhenti. Nah, itu biasanya yang menyebabkan anti berhenti ditengah-tengah itu apa? Ya mungkin diem.. atau gimana. Maksudnya yang menyebabkan anti mungkin tiba-tiba diem di tengah-tengah atau mungkin tiba-tiba anti a... apa namanya, ya diem, ya diem itu. Maksudnya tiba-tiba anti diem ditengah itu biasanya kenapa?
24	SC	Gagal fokus
25	R	He?
26	SC	Gagal fokus
27	R	Gagal fokus (tertawa) maksudnya? Maksudnya gimana?
28	SC	(tertawa) Ya.. gimna sih, maksudnya gak fokus lagi gitu lo apa yang mau disampein. Ya mungkin gara-gara audience-nya yang.. gimana ya? Terlalu tegang gitu mungkin.
29	R	a... akhirnya, akhirnya blank?
30	SC	(*mengangguk)
31	R	A... terus.. nah, kalok misalkan nih anti gak, ada kosa kata-kosa kata apa ya.. yang berhubungan dengan topic itu, tapi anti gak, anti gak menguasai kosa kata itu. Itu solusinya gimana?
32	SC	A... gimana ya? A... gak pernah kayak gitu kalok gak salah.
33	R	Hm.. insyaaAllah gak pernah ya?
34	SC	Gak pernah
35	R	Berarti sebelumnya anti sud, anti mempersiapkan.
36	R	Nah... terus, kalau misalkan gini. Kemaren ana udah nanya belum ya.. kayaknya udah deh sih. Kalau misalkan anti tiba-tiba. Eh, mengartikan sesuatu itu per harfiyah, faham gak?
37	SC	Per kata?
38	R	Iya, perkata
39		Nah itu biasanya kenapa, kok anti mengartikan sesuatu perharfiyah itu biasanya kenapa?

40	SC	Hmm... belum tahu, gra..
41	R	Grammatikalnya?
42	SC	Iya, grammatikalnya di bahasa Inggris
43	R	Jadi terus akhirnya.. menggunakan?
44	SC	Per-kata.
45	R	" <i>Want go where?</i> ", gitu? (tertawa)
46	SC	(tertawa)
47	R	" <i>Want go where?</i> ", padahal kan sebenarnya " <i>where do you go?</i> ".
48		Nah, kebanyakan, kadang itu tahu sebenarnya, terus anak-anak itu gak mau makek kenapa sih sebenarnya kok kayak gitu?
49	SC	Mungkin karena udah kebiasaan ustadzah.
50	R	Karena udah kebiasaan itu ya, dan udah. Ya itu mungkin sih, "ana mau membiasakan memulai yang bner tu, ya... gitulah.
51		Terus, pernah gak menginggriskan bahasa Indonesia?
52	SC	Pernah
53	R	Contohnya gimana, menginggriskan..
54	SC	Gimana ya?
55	R	Ya.. kayak misalkan dia itu seharusnya bahasa Indonesia tapi di pronounce..
56	SC	Bahasa Inggris
57	R	Atau mungkin anti menggunakan itu karena berfikir itu bahasa Inggris. Kan memang kosa kata-kosa kata yang hampir sama kan? Dari, kayak misalkan kata-kata serapan itu kan dari bahasa Inggris, kayak gitu. Misalkan kayak gitu, anti menggunakan kayak gitu. Anti pernah?
58	SC	Pernah
59	R	Terus... kalok misalkan menggunakan kata-kata yang biasa banget, kayak misalkan, so.. so.., that, that, that, kayak gitu. Yang biasanya sering tu kayaknya " <i>we as muslim</i> ", " <i>we as young</i> ", a.. " <i>we as student</i> ", " <i>we as student</i> ". Biasanya gitu kan? Sering, pernah pekek kayak gitu.
60	SC	Pernah, biasanya di awal-awal.
61	R	Nah, pernah gak, mencoba mencari kata sambung lain selain itu gitu.
62	SC	(tertawa) gak tau, belum pernah kayaknya.
63	R	Kelas dua juga sih anti, mungkin belum, apa ya.. belum belajar tentang kayak gitu-gitu.
64		Terus... nah, apakah kamu akan meminta bantuan, kepada temanmu atau kepada mudabir (pengurus). Misalnya kamu

		mengalami kesulitan di dalam vocab.
65	SC	Iya, minta tolong.
66	R	Minta bantuan, gimana?
67	SC	Belajar konsepnya. Kalok ana sendiri sih biasanya kalok lagi kesusahan, misalkan konsepnya bukan dari ana sendiri, pasti ana itu, minta bantuan ke manajer. Minta kosa kata-kosa kata
68	R	Ow.. enggak, maksudnya pas waktu perform?
69	SC	Pas waktu perform?
70	R	He'eh.
71	SC	Buka kamus mungkin kan.
72	R	Berarti kalok, berarti langsung buka kamus gitu.
73		Terus... nah, selama ini ya? Selama ini, anti kan kelas 1 terus kelas 2. Ya.. dari dulu-dulu lah mungkin. Itu menurut anti, anti mengalami kesulitan apa? Ya.. dari segi teknis lah mungkin, ataupun dari segi bahasanya. Kalok dari segi teknis misalnya.
74	SC	Ngeyakinin?.
75	R	Ngeyakinin? Maksudnya?
76	SC	Gimana sih, a.. gimana bikin audience-nya tu bener-bener "he'eh" gitu lo..
77	R	Ow.. bener-bener memperhatikan, faham.
78	SC	Iya
79	R	Terus, kalok misalkan dari segi bahasa. ada keulitan apa mungkin?
80	SC	Kadang disisi ngejelasin, kadang pas ngejelasin gitu kadang bahasanya ada yang gak pas.
81	R	a.. kayak gitu. Tadi kalok kayak vocab gitu tadi anti bilang sudah mempersiapkan sebelumnya.
82	R	Terus habis itu, a.. apa namanya. Kalok mungkin lupa kan ya.. ada kamus. Nah, kalok untuk bahasa sehari-hari. Anti merasa, selama ini belajar bahasa Inggris lah, atau mungkin percakapan bahasa Inggris sehari-hari tu yang mungkin menurut anti sulit tu kayak apa sih?
83	SC	Maksudnya?
84	R	Ya maksudnya, dengan bahasa Inggris. Wes, conversation dengan bahasa Inggris yang menurut anti sulit tu karena apa?
85	SC	Karena, sebenarnya kalok disini dari awal diajarinnya, bener-bener grammarnya bener, pasti gak kayak gini. Soale disini kan juga udah kebiasaany gitu.
86	R	Sebenarnya, mungkin kalok di kelas kan pasti diajarin yang

		bener. Nah, praktanya di lapangan..
87	SC	Belum
88	R	Tapi anti pernah gak, maskutnya kalok ngomong tu berusaha menggunakan bahasa yang benar. Itu pernah?
89	SC	Pernah.

### INTERVIEW 13

Informant : Student A  
Day/Date : Friday, 6<sup>th</sup> of April 2018  
Place : In Al-Mawaddah FM Office  
Time : 08.39 – 08.53 PM  
Duration : 14”05”  
R : Researcher  
SA : Student A

1	R	a.. how are you?
2	SA	I am fine, how about you?
3	R	Alhamdulillah I’m fine too
4		A.. oke, langsung aja ya.. ana mau nanya yang kemaren, ada beberapa yang masih.. apa yang perlu ana tanyakan.
5		Nah, kemaren kana pa namanya, anti kan katanya kan konsepnya kan di bantu sama manager ya? Nah, itu kan yang milih topiknya kan managernya, nah itu, anti bener-bener faham gak dengan, dengan konsep, maksudnya dengan tema itu, faham?
6	SA	Faham.
7	R	Faham? Oke. Jadi meskipun mungkin buatnya kan dibantuin tapi faham ya?
8		Nah, kenapa kok tertarik milih topik itu?
9	SA	Soalnya itu ustadzah, kan sekarang kebanyakan itu ustadah, a.. banyak anak-anak yang gimana ya.. a.. maksudnya kayak gak terlalu mentingin aturannya agama, terus sering ya.. pokoknya kan sekarang banyak anak yang jarang menutup aurat.
10	R	Kids jaman now ya?
11	SA	Iya.
12	R	Terus... nah, nah gimana caranya apa namanya pidato itu biar difahami sama audience, gimana ketika anti menyampaikan

		pidato itu biar faham, audience tu faham.
13	SA	Ya a.. di... kalok bisa dalam pidato itu ditambahkan ayat. Agar audience itu merasa bahwa pidato saya itu memang bener-bener.
14	R	Istilahnya ada dasarnya.
15	SA	Iya.
16	R	Nah maksudnya agar mereka faham itu anti menggunakan bahasa yang seperti apa kira-kira?
17	SB	Bahasa yang biasa mereka gunakan.
18	R	A.. jadi intinya ya menggunakan bahasa yang, yang mudah gitu ya..
19		(*mengangguk).
20	SA	Hmm oke. Terus, Nah kalok misalkan biar mereka itu tertarik pidato anti itu gimana?
21	R	Kalok dari a.. ana sendiri itu ustadzah. Bisanya kan dari awal kalok dari salam udha semnagat kan biasanya sampai akhir nanti audiencenya dibawa terus.
22	SA	Jadi intinya dari performance anti tu berusaha gimana biar semangat, gimana biar mereka tertarik gitu ya?
23	R	Terus.. nah kemaren pas, pas apa namanya, pas pidato kemaren merasa nyaman gak. Maksudnya gini, kan mungkin ada suara-suara dari luar atau mungkin suasananya itu membuat anti nyaman gak?
24	SA	Gak terlalu ustadzah.
25	R	Kenapa?
26	SA	Soalnya biasanya ada ustadzah juga, gitu.
27	R	Ow.. gitu, trus biasanya kayak suara-suara dari firqoh-firqoh lain kan, kan kadang kan mereka nyanyi juga kan kayak gitu, itu anti merasa terganggu gak dengan bunyi.
28	SA	Hehe..
29	R	Jadi kan mungkin kan anti jadi gimana, gak konsen kah apa gimana?
30	SA	Gak konsen trus akhirnya tu blank ustadzah.
31	R	Hmm.. jadi a.. gitu. Jadi anti emang lebih suka yang tenang.. gitu.
32	SA	(*Mengangguk).
33	R	Oke. Terus.. nah misalkan pas pidato tu anti, apa ya.. misalkan anti a.. kurang menguasai vocab-vocab yang anti sam, anti gunakan, maksudnya yang berhubungan dengan topic yang anti sampaikan itu a.. anti biasanya gimana?
34	SA	Kan kadang kan MM nanyain arti-arti setiap vocabnya, kalok emang gak tahu kan di depan ada kamus ustadzah.

35	R	Berarti kalok misalkan anti membutuhkan vocab tertentu yang sekiranya anti butuh, anti gunakan berarti anti makai kamus. Nah kalok misalkan pakek bahasa, karena gak tahu, gak tahu bahasa Inggrisnya trus pakek bahasa Indonesianya gitu pernah?
36	SA	Pernah.
37	R	Berarti itu karena, kadang buka kamus kadang ya mungkin keceplosan makek bahasa Indonesianya gitu.
38	SA	(*mengangguk).
39	R	Nah terus.. kalok misalkan menginggriskna bahasa Indonesia. gimana ya? Menginggriskan bahasa Indonesia itu maksudnya a.. misalkan bahasa Indonesia a.. apa ya.. a... misalkan <i>spidol</i> , spidol bahasa Inggrisnya apa?
40	SA	<i>Marker</i> .
41	R	Misalkan anti gak tahu artinya <i>marker</i> terus saat itu anti <i>spaidol</i> , gitu pernah gak?
42	SA	Hehe.. gak pernah.
43	R	Maksudnya, karena kan a.. kan kadang ada yang bahasa serapan jadi yang bahasa Indonesia, eh bahasa Indonesia yang diambil dari bahasa Inggris kan emang mirip. Nha mungkin anti mikirnya tu juga mirip kayak gitu pernah?
44	SA	Pernah.
45	R	Nah terus a... nah misalkan gini, misalkan anti kan gak tau arti a.. pohon misalkan. Meja, meja, anti gak tau, misalkan tu anti gak tahu arti meja dalam bahasa Inggris. Terus anti menjelaskan itu dengan bahasa Inggris tapi, misalkan gini “it has, it has four, four a.. kaki kan, misalkan anti gak tau “four foot a.. so it made from wood and then we used it for writing”, misalkan kayak gitu. Misalkan anti menjelaskan karena anti tidak tahu a... artinya. Terus ada lawannya, yang anti ajak ngomong tu faham. “a.. I know, I understand that is table” gitu. Pernah gak kayak gitu?
46	SA	Belum ustadzah.
47	R	Maksudnya karena gak tahu artinya akhirnya gimana caranya anti menjelaskan itu tetep menggunakan bahasa inggris tapi dijelasin gitu gak langsung menyebut itu kata apa gitu, pernah?
48	SA	Pernah
49	R	Nah kayak gitu biasanya kenapa?
50	SA	Ya karena kan itu ustadzah kurang menguasai vocabnya.
51	R	Hmm. Jadi ya tetep berusaha menggunakan bahasa tapi menjelaskan dengan bahasa snediri gitu, oke. Terus habis itu a..

		nah kalok misalkan ngulang, ngulang misalkan kayak gini. Anti kan mau ngomong terus tiba-tiba anti tu, apa namanya, misalkan mau njelasin apa.. gitu, terus ditengah-tengah itu putus karena anti, mungkin bisa jadi lupa, bisa jadi blank, bisa jadi bingung mau lanjutannya apa. Akhirnya anti ngulang dari awal, memulai dari awal, ngulang kalimatnya lagi dari awal. Mau kayak menguang kembali, mengulang kembali gitu lo.. faham gak maksudnya?
52	SA	Faham.
53	R	Jadi misalkan kayak didalam satu kalimat tu ada A,B,C,D nah.. pas wak, pas waktu anti ngomong sampai B itu anti lupa. Terus anti ngulang lagi dari A, B, baru C baru D gitu pernah?
54	SA	Pernah.
55	R	Nah kayak gitu biasanya kenapa?
56	SA	Kan soalnya itu ustadzah, kebanyakan kan kalok nga.. kayak gitu tu hafalnya kan yang depan ustadzah.
57	R	Hmm..
58	SA	Ini kan nanti kalok ada yang diulang, itu nanti inget lagi.
59	R	A... jadi kayak, kayak berusaha apa ya.. memang kayak berusaha nginget-ninget lanjutannya apa gitu? Oalah.. iya iya iya.
60		Nah, selama ini, anti merasakan kesulitan ketika pidato, ketika muhadloroh itu apa?
61	SA	A.. itu ustadzah, eum..cara njelasin ke audiencenya kan, kalok pidato kan harus makek bahasanya yang bener, tapi kalok disini bahasanya kan ter, kayak a.. beberapa bahasa disini kan udah terlanjur itu kan ustadah.
62	R	Ow.. jadi karena kesehariannya?
63	SA	Iya. Jadi kan kalok njelasin pakek bahasa yang bener itu susah.
64	R	Ow.. jadi kayak udah bahasa sehari-hari tu ahirnya berpengaruh gitu ya?
65	SA	(*mengangguk).
66	SA	Nah kalok misalkan ada temennya yang a..ngantuk gitu pernah, pernah, pernah memperhatikan temennya yan..?
67	SA	Hehe.. ini ustadzah, sesekali.
68	R	Nah itu biasanya gimana. Menegur mereka yang ngantuk atau misalkan ngobrol sendiri gitu anti pernah gak negur-negur gitu.
69	SA	Hehe.. enggak enggak.
70	R	Mm.. ya insyaa Allah cukup itu dulu. Pokoknya ana trimakasih banget selama ini, pokoknya ana minta maaf juga udah ngrepotin. Anti belajar terus yang rajin. Pokoknya belajar bahasa jangan

		bosen. Pokonya jangan bosen menggunakan bahasa yang benar.
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#### INTERVIEW 14

Informant : Student B  
Day/Date : Saturday, 7<sup>th</sup> of April 2018  
Place : In Al-Mawaddah FM office  
Time : 08.25 – 08.39 PM  
Duration : 14”00”  
R : Researcher  
SB : Student B

1	R	How are you?
2	SB	I’m fine, and you?
3	R	I’m fine too, thank you.
4	R	A.. gini, jadi ana mau lanjutin yang kemaren. InsyaaAllah ini yang terakhir. , hehe.. jadi ya.. semoga. Jadi ada beberapa pertanyaan yang ingin ana tanyakan terkait ya.. yang kemaren.
5		a.. apa namanya, nah menurut anti konsep konsep dalam, maksudnya membuat konsep itu penting gak sih?
6	SB	Penting.
7	R	Penting? Seberapa penting? Maksudnya, a.. gimana ya.. kenapa konsep itu penting?
8	SB	Ya mungkin, misalnya kita mau, apa ya.. kayak mau memberikan pidato tapi kita tidak memiliki pedomana, apa kayak catetan nanti kita apa gitu, jadinya mungkin kayak apa ya..
9	R	Gak terarah gitu?
10	SB	He’eh gak terarah.
11	R	Malah, keluar dari topik malah menjalar kemana-mana obrolannya?
12	SB	He’eh..
13	R	Terus kemaren itu kan anti obrolannya tentang.. apa kemaren? Tentang apa ya? Apa judulnya kemaren, masih inget gak?
14	SB	Loyal for both of parents.
15	R	Oh iya, nah kenapa kok milih topic itu?



16	SB	Mungkin, apa ya? Kan disini jarang ketemu orang tua ya jadinya mungkin ya.. biar mengingatkan saja.
17	R	Jadi kayak ya... pengingat temen-temen tu yang meskipun jauh dari rumah gitu.
18	SB	Iyak.
19	R	Terus kalok kayak anti mengumpulkan bahan-bahannya itu dari mana?
20	SB	He?
21	R	Mengumpulkan materi-materinya, untuk itu apa namanya, untuk tema itu.
22	SB	Mengumpulkan?
23	R	Inspirasinya itu dari mana aja dapetnya?
24	SB	Inspirasinya mungkin ya sekitar kita terus baca-baca buku paa ya enakny konsepnya yang bagus, gitu.
25	R	Terus.. nah, biar audience itu faham yang nati samapaikan itu cara anti menyampaikan seprti apa kira-kira?
26	SB	Cara menyampaikan gimana?
27	R	Bahasanya misalkan kira-kira bahasanya seperti apa, terus anti a.. menggunakan apa, terus anti gesturenya gimana, terus interaksinya seperti apa gitu biar mereka faham.
28	SB	Kalok biasanya sih biar faham tu ya pakek bahasa sini, ya itu, terus sama kita bisa kayak mempraktekan kayak apa ya? Ya memberi contoh lah mungkin.
29	R	Ow.. kayak gitu, ya jadi dengan contoh-contoh gitu ya?
30	SB	Iya
31	R	Terus.. biar mereka tertarik.
32	SB	Biar tertarik?
33	R	He'eh, biar tertarik mendengarkan pidato anti.
34	SB	Apa ya? Menyelip, apa ya? Mungkin menyelipkan kata-kata yang bikin..
35	R	Kata-kata mutiara gitu ya?
36	SB	Iya.
37	R	Terus, nah kan kayak misalkan ada suara-suara dari samping, kayak misalakan rame-rame. Kan biasanya kan nyanyi-nyanyi, tepuk-tepuk gitu kan firqoh lain. nah itu sebenarnya mengganggu gak?
38	SB	Mengganggu.
39	R	Mengganggu? Maksudnya, mengganggunya gimana?
40	SB	Mengganggunya jadi kalok kita misalkan berpidato gitu kan,

		terus tiba-tiba ada apa.. nyanyi dari kelas lain gitu, tu biasanya, biasanya audience tu malah mokusin dengerin suara lagu itu daripada pidato yang ana, ana bicarakan.
41	R	Terus.. pernah gak pas waktu anti menyampaika pidato itu trus anti mungkin tiba-tiba itu blank terus akhirnya berhenti. Maksudnya berhenti anti gak jadi melanjutkan menjelaskan tentang topic itu gitu, pernah?
42	SB	Pernah.
43	R	Nah itu biasanya kenapa, karena ya blank itu tadi atau..?
44	SB	Mm.. mungkin ya misalnya mau meneruskan topik ini, kok jadinya topiknya gak terlalu menarik, kalau diliat-liat ya.. gak yakin gitu sama topik yang dibicarakan, akhirnya ganti topic.
45	R	He'eh, terus.. lha kaok misalkan nih anti mau ngomong apa gitu, mau ngomong.. mau nyampein apa gitu. Tapi anti, ternyata anti gak tahu vocabnya itu apa gitu. Kan mungkin kan, apalagi kelas satu kan vocabnya masih terbatas kan, jadi belajar dikelas juga kan vocab-vocabnya belum terlalu tinggi kayak yang kelas-kelas atas.
46	SB	Kan biasanya kan kalok di muhadloroh kan disediain kamus, jadi kan.
47	R	Buka kamus?
48	SB	Iya
49	R	Nah terus pernah gak pakek bahasa Indonesia pas gak tahu bahasa Inggrisnya apa?
50	SB	Enggak pernah sih.
51	R	Enggak pernah? Kira-kira kalok misalkan kayak gitu berarti daripada menggunakan bahasa Indonesia anti mending buka kamus?
52	SB	Iya.
53	R	Nah terus.. kalok mengingriskan bahasa Indonesia.
54	SB	Menginggriskan bahasa Indonesia?
55	R	Iya, kayak misalkan apa ya.. a.. apa ya misalnya, sek-sek. Misalkan gini, bahasa Indonesia yang di pronunciation kan, yang di pronounce, diucapkan dengan cara bahasa Inggris. Misalkan, apa ya.. <i>Botol-bottle</i> , ya bener sama. Kan ya kan ada yang kayak gitu kan..
56	SB	Iya
57	R	Botol bahasa Inggrisnya <i>bottle</i> gitu kan?
58	SB	Iya

59	R	Nah, kalau misalkan kan apa ya.. bahasa Indonesia tapi di Inggris gitu, pernah gak? Atau mungkin gak sadar gitu pernah. Pernah gak?
60	SB	Mungkin gak pernah ya, tapi gak nyadar juga.
61	R	Ow.. tapi anti merasa selama ini anti gak pernah seperti itu?
62	SB	Iya.
63	R	Terus.. a.. kalok misalkan, kayaknya belum, sek sek.. Nah, sebenarnya, selama ini yang anti rasakan, kesulitan yang anti rasakan ketika pidato, wes ketika muhadloroh lah, yang dr muadloroh itu apa?
64	SB	Paling kesulitannya?
65	R	He'eh
66	SB	mungkin ya.. itu, menyampaikan ke audience itu sebenarnya audience faham gak sih? Walaupun misalnya kalok ditanya "faham gak?", "faham". Tapi mungkin mereka tu..
67	R	Kadang gak mau bertanya gitu ya.. Jadi misalnya anti kadang ragu apakah mereka faham dengan yang anti sampaikan, gitu?
68	SB	Iya
69	R	Nah itu kira-kira, kadang anti gimana cara, misalnya solusinya biar anti tu tahu mereka tu faham atau endak tu gimana? Ditanya itu apa gimana?.
70	SB	Ya mungkin kayak apa ya?
71	R	Atau mungkin nunjuk salah satu, dicek salah satu, siapa ditunjuk a... dikasih pertanyaan gitu pernah gak?
72	SB	Hm.. mungkin pernah misalkan "you", kayak memberikan kesimpulan dari pidato yang saya sampaikan.
73	R	Terus, nah menurut anti apakah bahasa sehari-hari tu berpengaruh terhadap kemampuan berpidato?
74	SB	Iya.
75	R	Maksudnya pengaruhnya gimana?
76	SB	Kan biasanya disini tu bahasanya campur-campur gitu kan. Jadi tu kalok berpidato tu kalok misalnya kita gak pakek bahasa setiap hari mungkin pidatonya malah lebih susah, jadinya gimana ya cara jelasinnya pakek bahasa sendiri. Kan biasanya bahasa buku sama bahasa sendiri kan beda.
77	R	Dan kan, bahasa pidato itu agak formal
78	SB	He'eh.
79	R	Jadi kan mungkin bahasa sehari-harinya seperti itu kebiasaannya, jadi ya.. agak ini, ya agak susah.

80		Nah kalo misalnya, misalkan vocab. Kemampuan vocab tu berpengaruh juga gak?
81	SB	Pengaruh
82	R	Pengaruh? Jadi kalok misalkan mungkin vocabnya terbatas kan juga mau menyampaikan macem-macam juga kan
83	SB	Lebih susah.
84	R	Nah gitu, mungkin. InsyaaAllah itu dulu udah cukup. Mm.. atau mungkin anti mau bertanya apa gitu gak papa.

### INTERVIEW 15

Informant : Student E  
Day/Date : Saturday, 07<sup>th</sup> of April 2018  
Place : In Al-Mawaddah FM Office  
Time : 08.57 – 09.04 PM  
Duration : 11”26”  
R : Researcher  
SE : Student E

1	R	Gimana kabarnya?
2	SE	Alhamdulillah.. baik.
3	R	Ada yang mau ana tanyakan, terkait ya..muhadloroh. Langsung aja ya?
4	SE	Iya.
5	R	a.. apa namanya, gimana caranya anti membuat audience tertarik dengan apa yang anti sampaikan?
6	SE	Kalok ana biasanya enggak ngambil judul yang susah.
7	R	Ow.. gitu.
8	SE	Yang.. yang sekiranya itu lagi nge-trend. Atau mungkin mereka, kayak misalnya lagi di gonjang-ganjingan. Kayak..
9	R	Lagi booming?
10	SE	Iya. Jadi istilahnya kayak “itu tu sebenarnya gimana sih?”.
11	R	Jadi istilahnya dari temanya itu sendiri paling endak menarik gitu?
12		Terus misalkan ada audience yang gak memperhatikan anti gitu anti cara menanggapinya gimana? Misalkan ada yang ngobrol, atau misalkan ada yang ngantuk gitu?

13	SE	Ya biasanya sih kayak diselingin kayak ditanyain atau kita yang nanya ke mereka apa yang kita jelasin.
14	R	Misalnya kayak, bukan digertak. Istilahnya kayak ditegur dengan cara ditanya. Misalnya gak langsung “anti jangan tidur”, gitu?
15	SE	Iya.
16	R	Terus kalok misalkan anti gak menguasai kosa kata untuk mengungkapkan topic yang anti sampaikan hari itu, itu solusinya gimana?
17	SE	Ngambil topik lain.
18	R	Yang vocabnya anti tau?
19	SE	Iya.
20	R	Kalok misalkan, pernah gak memotong pesan yang, ya karena anti ketika mau menyampaikan itu mungkin ya vocabnya mungkin gak tau atau gimana, atau mungkin ada apa gitu. Anti pernah gak memotong pesan itu uturus anti akhirnya ganti topic yang lain?
21	SE	Kalok biasanya entar kata-katanya terus puanjang gak nyampek-nyampek ke maknanya gitu biasanya.
22	R	Jadi kayak mikir, ya udah muter otak mikir, ngomong apa terus lanjut-lanjut gitu tapi intinya gak dapet-dapet gitu?
23	SE	Iya.
24	R	Nah terus kalau misalkan, mengartikan secara harfiah kamu pernah gak?. Misalnya seperti kamu ngomong “want go where?” “kamu mau kemana?” gitu misalnya. Kamu pernah tidak menggunakan seperti gitu pada saat pidato? Mengartikan secara harfiah seperti itu?
25	SE	Leterlek?
26	R	Iya, leterlek.
27	SE	Mungkin tergantung sih kalau misalkan udah gak tau ngomong apa mungkin pernah sekali dua kali gak sadar.
28	R	Jadi kayak, ya.. kepepet gitu ya?
29	SE	Iya
30	R	Meninggriskan bahasa Indonesia
31		Anti lebih nyaman menggunakan bahasa sendiri atau menggunakan bahasa dalam konsep.
32	SE	Bahasa sendiri.
33	R	Kenapa?
34	SE	Soalnya lebih.. lebih. Ana jadi lebih ngeri gimana caranya nerangin ke audience. Soalnya biasanya kalok liat dari buku itu susah. Terus ya.. harus dipelajarilagi. Atau.. mungkin gak biasa

		diucapin jadi ya..
35	R	Jadi istilahnya bahasanya, biar apa ya.. biar lebih di fahami juga oleh audience.
36		Nah, terus anti lebih seneng menggunakan contoh atau menjelaskan? Misalkan gini, anti memberikan contoh. Istilahnya gini, anti menjelaskan dengan sejelas-jelasnya atau biar mereka faham kasih contoh aja gitu.
37	SE	Biasanya ana ngejelasin, ditanya kalok misalnya belum faham ana kasih contoh.
38	R	Hmm.. jadi istilahnya dijelaskan dulu nanti kalok sekiranya mereka gak faham baru diberi contoh.
39		Nah kalok misalkan pakek kata-kata yang umum banget kayak “so”, “that”, “a..”, bukan, bukan “a..”, “so”, “that”, kayak gitu-gitu. Sering atau pernah?
40	SE	Pernah, tapi.. gak sering.
41	R	Pernah tapi gak sering. Terus.. pernah gak minta tolong, minta bantuan, maksudnya gini. Misalkan gini, lupa konsepnya terus nglirik ke MM nya, biar dikasih tau atau mungkin lupa vocabnya terus nglirik temennya biar dibantu, gitu pernah gak?
42	SE	Sebenarnya gak minta, tapi kadang..
43	R	Ow..mereka ngasih tahu?
44	SE	Iya. Ya.. respect nya mereka ngasih tahu.
45	R	Nah kayak gitu biasanya, pas, anti diem lama terus mereka ngasih tahu kayak gitu apa gimana?
46	SE	Iya. Tapi kadang juga belum sempet, kadang ya udah semunculnya aja yang di otak.
47	R	Jadi kayak misalkan. A.. enggak, temen anti ngasih tahu anti biasanya pas kayak gimana?
48	SE	Ya pas kalok misalnya sekiranya udah diem lama.
49	R	Dikasih tahu?
50	SE	(*mengangguk).
51	R	Maksudnya bahasa keseharian itu berpengaruh gak dalam anti menyampaikan pidato? Ada pengaruhnya gak menurut anti wes.
52	SE	Pengaruh.
53	R	Pengaruh?
54	SE	Soalnya kan biasanya kan kalok udah deg-degan kan biasanya dia ngucapi apa yang biasa dia ucapin.
55	R	Nah kalok misalkan, pengaruh penguasaan vocab sendiri? Itu pengaruh gak?

56	SE	Pengaruh.
57	R	Kayak mungkin, anti ngrasain perbedaan gak ketika anti dulu misalkan kelas 1, ke kelas 2,3, 1 pintas, sekarang 3 pintas itu anti ngrasain gak. Maksudnya vocab-vocab yang anti gunakan. Gak, misalkan vocab-vocab yang anti gunakan dalam muhadloroh (pidato) itu anti merasakan perbedaan?
58	SE	Kurang terlalu. Mungkin yang lebih merasakan ininya, penataan bahasanya mungkin sudah agak..
59	R	Grammarnya udah agak tinggi agak..
60	SE	Iya.
61	R	Nah kalok di dalam kelas biasanya menggunakan bahasa gak?
62	SE	Inysaa Allah
63	R	Kalok misalkan siapa guru, guru bahasa Inggrisnya siapa?
64	SE	Ustadzah Leni.
65	R	Biasanya kalok dalam kelas percakapan, maksudnya dalam kelas bahasa guru menggunakan Inggris full English atau.. mix?
66	SE	Mix. Kadang tapi kalok lagi pelajaran menerangkan tentang pelajarannya pakek bahasa. terus kan kalok misalnya kan di sela pelajaran kan ada crita, gitu mungkin ya..
67	R	Ow.. kalok misalkan pelajaran tu full English?
68	SE	Iya.
69	R	Terus.. ana kemaren udah menjelaskan tentang strategi komunikasi kan?
70		Nah, terus menurut anti strategi komunikasi dalam percakapan sehari-hari itu penting gak sih?
71	SE	Penting.
72	R	Penting? Nah, misalkan kalok gini. Pas pidato misalkan ana kasih pilihan strategi. Yang pertama itu menggunakan filler. Filler itu kayak penggunaan “a..”, “eum..” kayak gitu. Terus yang ke-dua anti, karena anti bingung, maksudnya gak tau mau ngomong apa akhirnya anti ganti topic. Itu yang ke-dua, ganti topic. Terus yang ke-tiga anti, pokoknya gimapun caranya anti menjelaskan gitu. Terus yang ke-empat anti, anti minta bantuan ke temennya, misalkan kayak gitu. Terus yang terakhir, anti a.. apa ya.. sek. A.. yang terakhir anti menggunakan bahasa Indonesia gitu.
73		Masih inget gak? Yang pertama menggunakan filler yang “a..”, “eum..” itu. Terus yang ke-dua ganti topic. Terus yang ke-tiga itu..
74	SE	Menjelaskan.

75	R	He'eh menjelaskan, minta bantuan terus yang terakhir pakek bahasa Indonesia. Nah anti milih yang mana?
76	SE	Menjelaskan gimanapun caranya.
77	R	Menjelaskan gimanapun caranya?
78	SE	*(menggeleng)
79	R	Oke, InsyaaAllah itu cukup. Atau mungkin kalok mau bertanya silahkan, gak papa.

## INTERVIEW 16

Informant : Student D  
 Day/Date : Sunday, 08<sup>th</sup> of April 2018  
 Place : In Al-Mawaddah FM office  
 Time : 08.47 – 09.02 PM  
 Duration : 15''23''  
 R : Researcher  
 SD : Student D

1	R	A... apa namanya. Langsung aja ya?
2	SD	Iya ustadzah.
3	R	Hmm.. Nah kemaren itu, anti kan nulis kosepnya kan berdasarkan. Anti faham gak tentang topik itu?
4	SD	InsyaaAllah faham.
5	R	InsyaaAllah faham ya.. Karena buat sendiri ya?
6	SD	Iya.
7	R	Terus menurut anti, menulis konsep itu penting gak?
8	SD	Mm...
9	R	Kalok misalkan nih, gak usah, gak harus nulis konsep dulu. Gimana?
10	SD	Hmm... Penting.
11	R	Penting, penting?
12	SD	Iya
13	R	Gimana, maksudnya a... Apa pentingnya konsep itu ketika muhadloroh ?.
14	SD	Mungkin a.. awal-awal tentang definisi apa itu, terus tentang contohnya apa itu terus kesimpulan. Tapi kalok biasanya, kan



		untuk menggantikan orang yang gak datang waktu pidato, yang asal ditunjuk aja itu beda lagi.
15	R	Beda maksudnya?
16	SD	Tinggal..
17	R	a.. kayak, kayak apa ya? Tak ter- gak terkonsep gitu kan?
18	SD	Iya
19	R	Nah itu, menurut anti lebih susah atau gimana. Maksudnya kalok gak terkonsep gitu gimana? Kan akhirnya ndadak dan akhirnya ya udah ngomong apa adanya gitu kan? Nah itu..
20	SD	Iya kadang juga terlalu banyak putus-putus.
21	R	Hmmm ya mungkin karena gak ada konsep, gak ada persiapan jadinya.
22	SD	Iya.
23	R	Jadi intinya, konsep itu penting?
24	SD	(*mengangguka).
25	R	Nah.. terus yang anti persiapkan sebelum pidato itu biasanya apa aja?
26	SD	Percaya diri.
27	R	He'eh..
28	SD	Terus bahasa yang, yang enak yang bisa nyambung. (tertawa)
29	R	Istilahnya kayak, latihan gak?
30	SD	Ya, kadang latihan.
31	R	Jadi maksud anti bahasa yang enak itu, apa dari konsep itu mungkin merangkai bahasa yang mudah disampaikan?
32	SD	Yang friendly.
33	R	Ow... nah terus, gimana biar apa yang anti sampaikan difahami oleh audience dengan mudah? Biasanya gimana, atau dengan cara bagaimana? Anti cara penyampaiannya atau mungkin bahasanya atau bagaimana?
34	SD	Bahasanya, terus mungkin dengan komunikasi "do you understand" atau mungkin dengan beberapa contoh.
35	R	Itu berarti biar mereka faham gitu ya?
36	SD	Iya.
37	R	Nah, terus kalau misalkan anti blank gitu, bingung mau ngomong apa. Nah itu anti biasanya gimana solusinya? Anti tiba-tiba "duh..ngomong apa ya?". Anti kayak git solusinya gimana?
38	SD	Aa..tetap melanjutkan dengan, dari bahasa, mencari topic yang sama tapi dengan bahasa yang sudah difahami.

39	R	Intinya dengan mungkin dengan bahasa yang, ya anti faham, maksudnya anti enak lah gitu menyampaikannya, gitu?
40	SD	Iya
41	R	Ow.. iya. Nah terus, pernah gak pakek bahasa Indonesia yang diinggriskan, atau misalkan bahasa Indonesia itu anti samapikan bahasa Inggris.
42	SD	Hmm..
43	R	Misalakn kayak apa ya? Bahasa Indonesianya.. hmm.. kayak misalkan spidol seharusnya marker jadi spaidol [spaidəl] gitu lo misalnya. Terus apa gitu kadang.
44	SD	Enggak.
45	R	Nah kalau kayak misalkan, pernah menggunakan kata-kata yang umum, kayak sering menggunakan “so”, “that”. Jadi kayak, “that..”, “that..”, “that..”. Jadi menggunakan kata-kata itu sebenarnya bukan karena srukturnya seperti itu, jadi kayak buat tambahan aja gitu.
46	SD	Lumayan.
47	R	Itu biasanya, maksudnya kenapa kayak gitu.
48	SD	a.. kadang untuk menjabarkan. Ya mencari (tertawa), mencari..sambil mencari kata-kata, sambil berbasa basi. Intermezzo.
49	R	Hmm... jadi kayak.. kayak apa ya.. buat pengisi biar gak kosong gitu?
50	SD	Iya
51	R	Maksudnya tetep ngomong pakek bahasa Inggris tapi, a,,, istilahnya kayak buat penyambung gitu sambil mikir.
52	SD	Iya.
53	R	Nah terus kayak misalkan pakek “a..”. “hmm..” gitu?
54	SD	Pernah beberapa kali.
55	R	Maksudnya apakah tujuannya sama dengan yang tadi, atau mungkin beda.
56	SD	Mungkin mencari contoh, misalnya, contohnya ini “ada contoh yang lain?” lebih menjabarkan juga.
57	R	Jadi kaya apa ya... jadi beda dengan tadi kayak misalkan, “ <i>thing</i> ”, misalkan kayak “so”. Dia bukan buat pengisi, bukan?
58	SD	Ya.. lumayan (tertawa).
59	R	Ya hampir kayak gitu.
60	SD	kadang.. Iya. Tinggal saat itu.
61	R	Sambil mikir gitu?

62	SD	Iya.
63	R	“a..”, “a..” gitu sambil mikir?
64	SD	Iya.
65		a... anti kan suka bahasa Inggris kan kemaren katanya. Kenapa, anti suka bahasa Inggris kenapa?
66	SD	A.. asyik. Dipelajari.
67	R	Kalok bahasa Arab? Suka juga?
68	SD	Iya.
69	R	Asyiknya kenapa, kalok bahasa Inggris kenapa?
70	SD	Asyiknya.. asyik untuk dipelajari. Terus jadi a.. apa ya.. lebih tahu. Misalnya apa, ada “ini apa si?”, jadinya bisa..
71	R	Nah, menurut anti kemampuan vocab itu pengaruh gak ketika berpidato?
72	SD	Aiya apalagi kalok audiencenya juga panda dalam berbahasa. “kok ini gini sih?”.
73	R	Kalok untuk yang speaker sendiri, kemampuan vocab tu pengaruh gak? Kan misalnya nih, kelas satu. Kan beda kan? Kelas satu, nanti kelas 2, kelas 3, otomatis kan yang dipelajari kan beda. Mungkin kan pengetahuan vocabnya bisa jadi beda, nah itu pengaruh gak ketika di pidato? Ketika pidato mungki vocab yang dimiliki kelas satu dengan yang dimiliki kelas 4 itu mungkin beda. Kelas satu mungkin menguasai 100 vocab, kelas satu mungkin menguasai sekitar 300 an vocab. Nah itu pengaruh gak ketika pidato?
74	SD	Hmm.. pengaruh gak ya?
75	R	Na, anti sendiri. Anti merasakan perbedaan gak ketika waktu dulu kelas satu sama waktu sekarang kelas 2?
76	SD	Pengaruh. Lihat konsep kelas satu kok ini.. susunanya..
77	R	(tertawa)
78	SD	Kok lucu ya.. ternyata sekarang udah tau.
79	R	Vocabnya juga beda? Kalok kelas satu kan..
80	SD	Iya.. masih yang dasar-dasar, grammarnya juga.
81	R	Berartimenurut anti pengaruh?
82	SD	(*mengangguk)
83	R	Nah kalok untuk bahasa yang digunakan sehari-hari pengaruh gak?
84	SD	Bahasa yang...?
85	R	Misalnya gini. Misalkan bahasa keseharian yang digunakan pengaruh gak ketika pidato?

86	SD	Hmm.. bahasa keseharian..
87	R	Nah misalkan kaya penggunaan “hapen” itu tadi ( <i>haven’t</i> dibaca [hepən]), pengaruh gak dalam berpidato?
88	SD	Pengaruh juga.
89	R	Pengaruh?
90	SD	Iya. Kalok pidato kita menyampaikan yang benar.
91	R	Ya kan formal?
92	SD	Iya formal. Kalok keseharian.. nah.. itu, beda.
93	R	Nah kalok misalkan ana suruh anti, anti milih ketika pidato ana kasih lima strategi ya misalkan. Yang pertama, yang pertama anti menggunakan kata-kata yang umum seperti “so”, “that”, atau “a..” “eum..” kayak gitu. Yang kedua, anti menjelsakan, pokoknya gimana anti mboh itu bahasanya salah pokoknya anti menjelaskan dengan bahasa. Terus yang ketiga, anti minta bantuan. Terus yang ke-empat, anti a.. ganti topic. Terus yang ke-lima anti, mm.. apa ya.. yang kelima anti pakek bahasa Indonesia. misalkan ya.. itu dari yang ke lima itu anti milih yang mana?
94	SD	Yang... a.. so, that.
95	R	Kalok misalkan menjelsakan, pokoknya ngomong, menjelaskan sefahamku gitu?
96	SD	Iya juga.
97	R	Atau mungkin malah digunakan semuanya?
98	SD	Iya, bisa jadi. Tanpa sadar.
99	R	Nah berarti anti milih yang dominan itu kira-kira itu tadi ya.. yang so, that tadi.
100	SD	Iya.
101	R	Nah, kalok misalkan dalam keseharian menggunakan strategi komunikais perlu gak?
102	SD	Perlu.
103	R	Ya.. itu dulu. insyaa Allah ini yang terakhir, syukron katsir..
104	SD	Ya itu aja dulu, ma’an najaah, syukron katsir. Pokoknya terima kaish banget. Dan ana minta maaf kalok mungkin ada yang kurang berkenan.

# APPENDIX C

4. Master List
5. Segmenting and Coding of Students' Speech
6. Segmenting and Coding of Interview

### Master List for Coding

List of CSs	Coded as	Definition
Formal Phonological	Phonological	Student avoids using words that contain difficult segments or cluster of segments.
Formal Morphological	Morpho	Student avoids talking about something in the past because avoiding the use of past tense form.
Formal Syntactic	Syntactic	Student avoids speaking about something that may make fear of using conditionals
Formal Lexical	Lexical	Student avoids discussing certain topic because of insufficient vocabulary.
Message Abandonment	Message	The student keeps away from a certain message of topic or leaves message incomplete because of some linguistic problems.
Meaning Replacement	Meaning	Student says something less respectfully than it would in his/her native language.
Topic Avoidance	Topic	The student decided not to say anything and avoid a certain topic because of language difficulties.
Paralinguistic strategies	Paralinguistic	Use some gestures, mime or facial expression in order to replace speech or trying to explain some object using it rather than explain it in speech.
Code switching	Switching	Use some words or phrases of native language or other than the target language to express something in conversation using the target language.
Literal translation	Literal	Translate literally a phrase, word or sentence from native to target language. (e.g., “go where?” for “where do you go?”)
Foreignizing	Foreign	Using native language but pronounce it in the target language. (e.g., <i>spidol</i> (/spɪdɒl/) for <i>marker</i> )
Generalization	Generalization	It refers to the substitution of the missing item use another item semantically similar so it can convey the same meaning. (e.g., the speaker use “orchid” instead of “flower”).
Word Coinage	Coinage	Student creates a new word in the target language based on the supposed rule but actually, that word does not exist in the target language. (e.g., vegetarianist for vegetarian).

List of CSs	Coded as	Definition
Paraphrase	Paraphrase	a. Description: Describing an available (lexical) item. (e.g., <i>“the thing to cook water in”</i> for <i>“kettle”</i> ) b. Exemplification: subordinate terms used instead of unavailable superordinate terms. (e.g., <i>“peas, carrot”</i> for <i>“vegetable”</i> ).
Smurfing (use all of the purpose words)	Smurfing	In order to fill the gaps in vocabulary command, the speaker uses a meaningless or empty word. (e.g., <i>“thing”, “whatsit”, “that”</i> )
Self Repair or Restructuring	Restructure	When the speaker feels that his/her speech fails, he/she tries to set the new one. (e.g., <i>when I was, I was, was, was</i> in elementary school)
Appeals for assistance	Assistance	a. Explicit b. Implicit c. Checking Questions
Initiating Repair	Repair	e.g., <i>“I am sorry, there must be some misunderstanding. Does... mean ...?”</i>
Retrieval Strategy	Retrieval	In order to retrieve the lexical item, the speaker pronounces a series of the incorrect term to reach the right one. (e.g., <i>It’s brake er... it’s broken broked broke.</i> )
Pause use of filler or hesitation devices	Filler	Use fillers or gambits to add time to thinks when speaker encountered some problem in the communication process. (e.g., <i>“er..”, “eum.”, “well”, “actually”</i> )

### Segmenting and Coding of Students' Speech

#### Student A

No	Code	Data	Communication strategies											Explanation
			Compensatory										Avoidance	
			Pause & Filler	Restructure	Switching	Coinage	Assistance	Paralinguistic	Literal	Paraphrase	Generalization	Smurfing	Message	
1	SA.T1.18	<b>er.. That is, that is</b> radiance people like Muhammad SAW said:	√	√										
2	SA.T1.22	From that hadist we must be a good moslem, <b>er.. beauty from er.. and Allah not look from our beauty face</b> but also our heart.	√ √	√										
3	SA.T1.23	We as Muslim, <b>we must, we have to</b> do our obligation.		√										
4	SA.T1.24	<b>Do what Allah command to us and.. do what Allah command to us and</b> Allah forgive to us.		√										
5	SA.T1.25	Allah command to us to pray to God Allah help person need us and don't be a <b>helpless</b> .							√					
6	SA.T1.26	<b>We must er.. moslem, we as moslem we must</b> keep our part of body which may not <b>be visible er.. be visible</b> while performing a rifa <b>two..</b>	√ √	√ √ √										



		<b>two</b> genitals all, except face and palm of hand.												
7	SA.T1.27	Ablution before sleep, before pray <b>or afting or., after</b> taking a bath.		√										Restructure to correct mispronunciation (afting)
8	SA.T1.28	<b>That, that do</b> is making radiance people <b>from those, from those are</b> example <b>can make us er.. can make us</b> radiance.	√	√ √						√				
9	SA.T1.29	And radiance not only <b>from, for</b> our personally <b>but for, but we can</b> be a radiance for another people.		√ √										Restructure for correcting/chaning “from” into “for”
10	SA.T1.30	Summary from my speech is, <b>be a good Muslim by our, by our re.., be a good radian, be a radiance people</b> by our obligation as Muslim or young generation <b>and, and by and by our and by with</b> our job personally or another people.		√ √					√					Literal translaton: Radiance people (orang yang bersinar)
11	SA.T1.42	We as moslem, we must be a radiance people <b>for another people, eum.. for another people</b>	√	√										
12	SA.T1.43	We as moslem, we must keep our part of body which <b>er..</b> may not be visible while performing a rival two genitals all	√											
13	SA.T1.44	<b>Examp (eksam..)</b> <b>except</b> face and palm of hand.		√										Restructure to correct mispronounce Examp (eksam..) to

														except
14	SA.T1.45	<u>eum.. eum.. from, from that, from those</u> <u>example er..from those example</u> can make us <u>er.. radiance people</u> [Pause 8']	√ √ √ √ √	√		√			√					
15	SA.T1.47	<b>Orang yang bersinar.</b>			√									
16	SA.T1.49	<b>Orang yang bersinar.</b>			√									
17	SA.T1.50	<b>Bersih?</b> (Whispering)			√		√							SA used questioning- appelas for assistance by wishpered “bersih?” to make sure she said the right meaning.
18	SA.T1.51	<b><u>Bersinar</u></b>			√									
19	SA.T1.54	<b>kita, er.. er.. s.. er.. kita, sebagai muslim harus er.. menjalankan kewajiban kita sebagai muslim.</b>	√ √ √ √		√									
20	SA.T1.55	<b>A... sebagai muslim kita ti kita harus bisa menjaga bagian tubuh kita yang tidak boleh terlihat oleh orang lain kecuali muka dan telapak tangan.</b>			√									
21	SA.T1.56	<b>Dari contoh-contoh tersebut kita bisa menjadi seorang yang berguna bagi orang</b>			√									

		<b>lain.</b>												
22	SA.T1.57	<b>A... [Pause 22'] kita, kita harus er.. ber.. ber.. kita sebagai muslim harus melaksanakan apa yang Allah perintahkan kepada kita dan meninggalkan apa yang Allah larang kepada kita.</b>	√		√									
23	SA.T1.61	<b><u>Be a good re.. er.. be a good radiance people</u></b> by our obligation as moslem.	√						√					
24	SA.T1.62-63	<b><u>be.. er.. be a</u></b> good radiance people by our obligation as moslem or young generation and by our personally for another people	√	√										
<b>Total</b>			20	18	8		1		4		1			

**Student B**

No	Code	Data	Communication strategies											Explanation
			Compensatory										Avoidance	
			Pause & Filler	Restructure	Switching	Coinage	Assistance	Paralinguistic	Literal	Paraphrase	Generalization	Smurfing	Message	
1	SB.T2.14	<u>And who has, who has er..</u>	√	√										
2	SB.T2.15	<u>it is no.. it is no.. pers is, it is no one person wa.. (/wΛ/) who has er.. who act</u> an evil both of parents except <u>a pers.. er.. pe er.. people who.. who has</u> rude character and foolish.	√ √ √	√ √										
3	SB.T2.16	<u>Do you know what the mean of rude character and foolish?</u>					√							SB checking question appeals for assistance.
4	SB.T2.18	<u>Rude character the mean of, rude character the mean “perilaku yang kasar” dan foolish, and foolish</u> the mean is “ <u>bodoh</u> ”	√ √		√ √									
5	SB.T2.19	<u>er.. Allah has, Allah his apostles</u> and Ulamas from prophet Adam until now.	√	√										
6	SB.T2.20	<u>Se.. he, he give eum..he give.. he give</u> warning about the important for take care both of	√	√										

		parents and royal for both.												
7	SB.T2.21	<b><u>Of course, Allah eh, of course royal both, loyal of both</u></b> of parents is so very big, is so very duty and important <b><u>is eh to er..</u></b> every Muslim.	√ √	√										
8	SB.T2.26	<b><u>The Lord, the lord had decreed, that, than you, than you s.. er.. than you non save him and, that you and then, and that you</u></b> show kindness of parent.	√ √	√										
9	SB.T2.27	<b><u>Al isra' chapter twenty, Al-Isra' chapter twenty three.</u></b>	√											
10	SB.T2.28	We as Muslim, <b><u>that's right?</u></b>		√										
11	SB.T2.30	We as Muslim, we must reform that we always <b><u>make a sin with our parent.</u></b>						√						
12	SB.T2.31	<b><u>Because, er.. because</u></b> our parents <b><u>is so very important er.. is so very important</u></b> in the worlds.	√ √	√ √										
13	SB.T2.32	Let's do everything well, let's make ourself by good character, <b><u>good deeds, eh good deeds</u></b> and <b><u>good eum.. and good character for both o.. for both</u></b> of parents. You..r for both of parents. [pause 11']	√ √ √	√										
14	SB.T2.33	<b><u>er..</u></b> Allah, Allah		√								√		Student B looked like want to something, but she

														cancel it and begin another sentence in line 34
15	SB.T2.34	<u>we, we mu../(mΛ:/), we as, er..we as Muslim, er.. we must</u> loyal for both parents and take care for both.	√	√ √										
16	SB.T2.35	<u>Because who.. eh because they who</u> take care <u>is we, is we</u> seat take care we eat, we want eat, we want drink and always wake up when we sleep.	√ √											
17	SB.T2.36	<u>Our, our mother who has, our mother who has pregnancy er.. of us er.. for us in nine yea.. er.. in nine months</u> in her pregnancy and suckling in two years.	√ √ √	√ √							√			Generalize the use of “pregnancy” for “conceive”
18	SB.T2.37	And our fathers <u>who look for the permitted er.. who look for the permitted</u> , the permitted livelihood <u>from, from, from</u> , sunrise until sunset.	√ √	√										
19	SB.T2.38	<u>We, we’ll er.. we must</u> speak for both of parents <u>by, by er.. by impoli, by polite</u>	√ √	√ √					√					“By polite” literal translation from “politely”
20	SB.T2.39	And prohibition <u>from us</u> if we, <u>when we ask speak, ah when we ask rude, rude speak and, and</u> impolite for both of parents.	√								√			Generalize the use of “from” for “for”

21	SB.T2.40	We [pause 8'] we as muslim, <u>we must.. er.. we must by er.. we must by.. For, for both</u> of parents.	√	√ √ √										
22	SB.T2.41	<u>We.. we can, we can ah, we can</u> do it, we can loyal for both of <u>parents because loyal for ah, loyal for both of parents</u> is so very important on the worlds.	√ √											
23	SB.T2.54	Yes, I I will loyal for both of parents because parents is eh parent who tea.. eh [pause 27']		√			√							
24	SB.T2.55	Yes, I will loyal for both of parent and I will <u>remain, remain for</u> both of parents is the <u>er.. is the.....</u> [message abandonment]	√	√								√		
25	SB.T2.56	<u>we as, we as muslim, we forbi.. forbidden to us to, forbidden to us to, eh forbidden to us to er.. er..</u> [message abandonment]	√ √	√								√		
26	SB.T2.57	<u>And I, I want eh, I will remain, remain</u> for both of parent, [message abandonment] <u>is the muslim, muslim is the best decision, muslim is the be, is the best</u> of people in the world.	√ √									√		
27	SB.T2.58	<u>Please.. please come to Islam because eh, come to Islam because Islam</u> is so very the best eh [pause 4'], is so very the best religion.	√	√			√							When student B paused her speech, some students whispered "religion" to her. (implicit appeals

														for assistance)
28	SB.T2.60	<b>If you.. if you, if you</b> don't want it's okay.	√											
29	SB.T2.61	<b>But I will, but I in, I in my, in my street</b> you in your <b>street</b> but I loyal for you.	√								√			
<b>Total</b>			26	40	2		3		2		3		4	

### Student C

No	Code	Data	Communication strategies											Explanation
			Compensatory										Avoidance	
			Pause & Filler	Restructure	Switching	Coinage	Assistance	Paralinguistic	Literal	Paraphrase	Generalization	Smurfing	Message	
1	SC.T3.20	And Allah SWT have <b>give, have give us er...</b> <b>have give us, have give us.. have give us..</b> [pause 13']	√	√			√							SC paused her speech 14 minutes to ask for the audience's assistance implicitly.
2	SC.T3.21-	M : The brain	√	√				√						to make sure the



	22	SC : [paralinguistic-hand movement] Allah SWT have give us mind <u>er.. to think, to think</u> of in this life.												word is correct, speaker pointed out her forehead and whisper “a mind” to the manager (paralinguistic)
3	SC.T3.23	<u>er..</u> and <u>let’s face our, let’s face our, let’s face our</u> success <u>with er.. without des... without despair, because its.. because this is the best, the bad</u> way, <u>and islam and islam never, and, and never,</u> commanded with Islamic religion.	√ √ √ √	√ √										
4	SC.T3.24	<u>For being, for being</u> the success person we can read from the Al-Qur’an, because Allah has said in the Al-Qur’an.	√											
5	SC.T3.26	The mean of it: “And never give up on Allah mercy, because [pause 8’] [assistance] <u>except, except dis, except disbelieving</u> people. <u>Cha..p Chapter yusuf, chapter yusuf 87.</u>	√ √	√			√							
6	SC.T3.27	<u>For.. for</u> being such <u>er..</u> [message abandonment] <u>There are many yea.. there are many way for, for</u> being success person, <u>er..</u> the first, study hard for seeking knowledge and sains	√ √	√ √								√		

		either.												
7	SC.T3.28	<b><u>We can study, we can study, we can study</u></b> everywhere, not only in school home or in room, <b><u>but we can study from, we can study from</u></b> our environment and from any people outside.	√ √											
8	SC.T3.29	Second, <b><u>er.. we must, we must have er.. we must have er..</u></b> positive mind and idea <b><u>er.. so be con, be confident</u></b> people and planning what will we do <b><u>for.. for..</u></b> the future.	√ √ √	√ √ √										
9	SC.T3.30	<b><u>Eum.. the third, er.. third, we can, we can er..</u></b> we can pray to God Allah, we can ask for His help and to protect us <b><u>every, every our step, and every our step</u></b> and action.	√ √	√ √ √										
10	SC.T3.31	<b><u>er.. because Allah, because Allah will, will, will give, will give, will give the easy, will give the easy, will give the easy</u></b> [pause 7'] [assistance] Allah will give the easy way for being a success person.	√	√			√							
11	SC.T3.32	<b><u>For begin, for begin, be our, for begin to be</u></b> a success person <b><u>er.. we can, we can er..the example is we can, we can fol, we can follow the, the, the</u></b> competition.	√ √	√ √										
12	SC.T3.33	From, from the <b><u>competition we can s.., we can</u></b>	√ √											

		<b><u>stop we can take the lesson,</u></b> if we must be a confident people, and <b><u>we must, and we must, and we must</u></b> believe if <b><u>we can do what we, what we want to do.</u></b>	√											
13	SC.T3.34	<b><u>For, for to be, for to be a success person remember, remember on</u></b> my message.	√											
14	SC.T3.35	<b><u>er.. don't think, don't think if, don't think if you can't,</u></b> just think if you can. <b><u>You can if, you can, you can if you</u></b> think you can.	√ √											
15	SC.T3.36	<b><u>And, and</u></b> never is impossible.	√											
<b>Total</b>			17	28			3	1					1	

#### Student D

No	Code	Data	Communication strategies											Explanation
			Compensatory										Avoidance	
			Pause & Filler	Restructure	Switching	Coinage	Assistance	Paralinguistic	Literal	Paraphrase	Generalization	Smurfing	Message	
1	SD.T4.12	From the first time, we have been in our									√			SD used "belly" to express womb.

		mothers' <b>belly</b> we've survive very well. Our mothers have given us very good nutrition. That is our preparation to face to world.												
2	SD.T4.14	[pause 4'] <b>er..</b> until now, <b><u>we standing here, we stand, we are study</u></b> at Al-Mawaddah Islamic Boarding School for Girls <b><u>a pet (/pət/), step by step</u></b> we've made our goals.	√ √	√										
3	SD.T4.17	Survival it's not just defends from the very <b><u>difficultness</u></b> moment without any facilities, but here for me, for us, survival is the step to get nearest to Allah, it names calm or patience.				√								SD used "difficultness" to express difficulties
4	SD.T4.20	Somebody have different mental and <b><u>confidentially</u></b> too, but with this three mottos we can face the world together and face our own challenges.				√								
5	SD.T4.28	The mean is, who's <b><u>patienest</u></b> , luckiest.		√		√								Patienest = the most patient
6	SD.T4.36	<b><u>er..</u></b> it's just like problems and matters is to increase our degree between mankind and heaven's occupants.												
7	SD.T4.37	<b><u>And chances is, and chances are</u></b> sometimes that Allah give <b><u>er..</u></b> for upgrading ourself.	√	√										
8	SD.T4.38	It's a probability to upgrading ourself. It's just take a time, we just can <b><u>er..</u></b> move, that we can't stop it or return it back.		√										

9	SD.T4.41	So, <b><u>in here</u></b> , in Al-Mawaddah Boarding School for Girls, we have many things especially for troubles and matters, but <b><u>er..</u></b> let's realize it, Allah give us troubles and matters to.. <b><u>what.. to be our trainee, to be our trainee.</u></b> That <b><u>we must can</u></b> take something some benefit from it. And Allah will help us.	√	√					√ √			√		<b>Literal translation:</b> 1. SD used “in here“ (Di sini) instead of using “here” 2. SD used “wemust can” (Kita harus bisa) <b>Smurfing:</b> SD used meaningless word “what” to fill the gap.
10	SD.T4.44	“ <b><u>er..</u></b> have you <b><u>er..</u></b> some <b><u>er..</u></b> troubles there?”.		√ √ √										
11	SD.T4.45	“Yes mom, I have <b><u>some, many</u></b> troubles here, but I have Allah to face it”.	√											
12	SD.T4.48	Then, the <b><u>patienest</u></b> the luckiest and the survivor er.. keep survives till the end.								√				
<b>Total</b>			8	5		3			2		2	1		

**Student E**

No	Code	Data	Communication strategies											Explanation
			Compensatory										Avoidance	
			Pause & Filler	Restructure	Switching	Coinage	Assistance	Paralinguistic	Literal	Paraphrase	Generalization	Smurfing	Message	
1	SE.T5.21	We live in this world <u>have, of course we has</u> many a dreams, and also we have many potency, and because of it, <u>er.. we er.., we also</u> must know the potency of our life.	√	√ √										
2	SE.T5.22	<u>We have.. we have</u> many friends, families, or may be some <u>peoples around us that we don't know.</u>		√						√				
3	SE.T5.23	And of course, all of people in this world are <u>need a peaceful are.. or need er.. good</u> relationship between each other.	√	√										
4	SE.T5.25	<u>We must, we need an understand, we need an understanding</u> between me and you all, may be someone between each other.		√										
5	SE.T5.27	<u>And because of it, because of it,</u> we also must know if.. [message abandonment]		√									√	

		Ok, I will give the example for you.												
6	SE.T5.32	Of course, because of it, <b><u>we must so, must understand</u></b> with another people.		√										
7	SE.T5.33	And, if you have <b><u>er..</u></b> destiny, may be you're have an idea for being doctor or may be for being a teacher, what will you do?	√											
8	SE.T5.36	<b><u>Of course, many peop, of course all people</u></b> in this world <b><u>need a success, need a successful.</u></b>		√ √										
9	SE.T5.37	Of course <b><u>they will, they will do all, they will do all</u></b> what they need by effort, struggle.		√										
10	SE.T5.41	For bei (/bi:/) ( <i>wanna say being but cut it in the middle</i> ) And Allah also create us with our <b><u>differenity</u></b> , with our different character and with our different destiny.				√								
11	SE.T5.42	Do you know <b><u>because of what?</u></b>							√					
12	SE.T5.46	My God. My friends! <b><u>The mean, the mean</u></b> of this chapter is, Allah create us with our <b><u>differenity</u></b> , with our different character, and with <b><u>er..</u></b> and with our different potency.	√	√		√								
13	SE.T5.47	<b><u>Its, is mean, it means</u></b> because of Allah need <b><u>we can, we can understand</u></b> between each other.		√ √										
14	SE.T5.48	<b><u>May be, I, I er.. I will, I will to be</u></b> some-thing that not <b><u>er.. not that, that, not your, your</u></b>	√ √	√ √										

		<b><u>idea.</u></b>												
15	SE.T5.50	The <b><u>differenity</u></b> make this world are colorful, are colorful (correct the pronunciation).				√								
16	SE.T5.51	And with our <b><u>differenity</u></b> we also, <b><u>er..</u></b> with our <b><u>differenity we will know, we will know</u></b> how the way for understand with the good understanding.	√	√		√ √								
17	SE.T5.52	How the way for know if everybody is differ, <b><u>everybody need, er..everybody are need</u></b> the different ways forget that dream.	√	√										
18	SE.T5.53	And, if we know we can look in Indonesia. In Indonesia, <b><u>the problems, the big problem</u></b> of Indonesia is the <b><u>differenity</u></b> .		√		√								
19	SE.T5.54	May be some religion like Islam, or may be other religion are never understand, because of <b><u>er... the Holy book, the o our Holy Book</u></b> are different.	√	√										
20	SE.T5.55	But Allah, <b><u>er.. but Allah will, but Allah</u></b> are ever written, Allah ever said in the Holy Qur'an if Allah make our <b><u>differenity is make us, make us know</u></b> how the way the different with, how the important, <b><u>how the.. how the means, the secret means</u></b> of our ho <b><u>differenity</u></b> .	√	√ √ √		√ √								



21	SE.T5.56	How the way to make our know if <b><u>Islam is good, is a good religion</u></b> that teach us <b><u>for appreciate, for appreciate</u></b> to other if we are different but it's us.		√ √										
22	SE.T5.57	<b><u>Not er.. not only I am, not only I, bust we, but we</u></b> . May be sometime, we also must know <b><u>if walk, we walk</u></b> in need for our life.		√ √										
23	SE.T5.58	But we must also understand <b><u>if someone also have a, if someone also</u></b> have an idea.		√										
24	SE.T5.61	We as teenager, we must <b><u>walk</u></b> .								√				
25	SE.T5.62	Hello guys, we must get up, we must get up for our sleep, we must get up from our sleep and we must make the different, we must make the <b><u>differenity</u></b> with, being a colorful life.				√								
<b>Total</b>			10	27		9			1	1	1		1	

**Student F**

No	Code	Data	Communication strategies											Explanation
			Compensatory										Avoidance	
			Pause & Filler	Restructure	Switching	Coinage	Assistance	Paralinguistic	Literal	Paraphrase	Generalization	Smurfing	Message	
1	SF.T6.10	<b><u>We are, as, we are now as</u></b> young generation we have many chance for reaching our dreams.		√										
2	SF.T6.11	And I believe, <b><u>everybody er.. everybody</u></b> has a dreams, right?	√	√										
3	SF.T6.15	Yes, cause dream <b><u>er.. because, cause</u></b> our future is according to our dreams.	√	√										
4	SF.T6.16	<b><u>er..</u></b> as we are studying here, <b><u>the way for.. reaching, the way for reaching</u></b> our dream are try, effort and pray.	√	√										
5	SF.T6.17	<b><u>Don't just, don't just</u></b> try and effort, <b><u>but we, but we should</u></b> to pray to our God Allah, why?		√ √										
6	SF.T6.20	<b><u>You know what is conceited?</u></b>					√							
7	SF.T6.22	The mean is <b><u>“sombong”</u></b> .	√		√									
8	SF.T6.23	[pause 5'] When we felt dawn, don't just give up!	√											

9	SF.T6.25	<u>er..</u> if, cause afraid <u>when we, cause afraid,</u> <u>when we, when we</u> afraid is a customary.	√	√										
10	SF.T6.26	<u>er.. as in.. as in</u> mahfudzot.	√	√										
11	SF.T6.30	[pause 8'] <u>er..</u> as a baby, baby don't just walk, baby don't just cry, but they <u>er..</u> but they try they fall dawn <u>and ya.. and there are.</u>	√ √	√										
12	SF.T6.31	<u>er.. If baby, if baby er.. if baby</u> will try for walking but they, but they just give up not maybe will can walking now.	√ √	√										
13	SF.T6.33	<u>Let's we, let's we take er.. let's we take a</u> <u>knowledge</u> from them [pause 7'].	√	√						√				
14	SF.T6.34	Don't follow our friend who unkind <u>who are</u> <u>bad er.. bad attitude,</u> let's follow our friend <u>who, who do, who do er..</u> good attitude. [pause 17']	√ √ √	√ √										
15	SF.T6.35	Now let everyone know that today <u>we were a</u> <u>lot stronger, er.. we are a lot stronger</u> than we were yesterday.	√	√										
16	SF.T6.36	Let's we try, try and try to reach our dream, if we afraid, if now we afraid for getting chances <u>so how we can reach our, so how we can</u> <u>reach our dream,</u> cause as I said <u>er..</u> our future is according to our dreams come.	√	√										
17	SF.T6.37	<u>So begin now,</u> choose what your dream <u>for er..</u>	√ √	√ √					√					

		<b><u>for making you know what we must, what we must</u></b> preparing for, for reaching our success tomorrow. [pause 16’].												
18	SF.T6.38	Run to the right and get out <b><u>er..</u></b> and get out a better way.	√											
19	SF.T6.39	Because <b><u>there is the bright, there is a bright</u></b> future waiting for us if we have a courage to move away.		√										
20	SF.T6.55	<b><u>If there are people, there is a people</u></b> who have try, effort but his dream <b><u>er..</u></b> does not come <b><u>er..</u></b> [pause 27’].	√ √ √	√										
21	SF.T6.56	May be there are a two ways, <b><u>first, the first, Allah have not answer her, Allah have not answer</u></b> her pray for.. <b><u>er.. for make, for make</u></b> her dream come true.	√	√ √										
22	SF.T6.57	A May be <b><u>er.. her, what, what</u></b> she ask to Allah is not best for her.	√	√										
<b>Total</b>			25	22		1	1		1		1			

Student G

No	Code	Data	Communication strategies											Explanation
			Compensatory										Avoidance	
			Pause & Filler	Restructure	Switching	Coinage	Assistance	Paralinguistic	Literal	Paraphrase	Generalization	Smurfing	Message	
1	SG.T7.13	<u>er..</u> as we know, <u>we don't live (/laɪv/), we don't live er..</u> as we know we don't live forever in this world.	√	√ √										
2	SG.T7.15	And then <u>er..</u> we will go to.. <u>here (/hɪə/), here after.</u>	√	√										
3	SG.T7.16	And <u>we don't, we don't..</u> only live in this world and [pause 7'] actual <u>facing our here.. that.. that to facing our hereafter</u> we should do good behavior.	√ √	√								√		SG used the meaningless word "that, that" to fill the gap.
4	SG.T7.17	[pause 4'] [assistance] And you should do a good behavior to others and, <u>avoiding and, avoiding the.. for doing the.. that</u> behavior to others.	√				√					√		She paused her speech (4 minutes) and looked at the audience to ask the assistance implicitly
5	SG.T7.19	And then, [pause 4'] among us there are also		√					√					

		disable. So, as the perfect creators Allah has create us, we should give <b>so lot</b> Thanks to our God by reciting Tahmid every day. <b>[pause 7']</b>		√										
6	SG.T7.23	And then <b>[pause 6'] to live, to live</b> happily in this world and hereafter we should do anything by knowledge.	√	√										
7	SG.T7.24	<b><u>We should look for, look for knowledge from the child until we old later.</u></b>	√						√					SD translate it literally.
8	SG.T7.25	<b><u>Like in this.. like.. Rasulullah said</u></b>	√											
9	SG.T7.30	<b><u>The good and, the good for, the good</u></b> in this world and hereafter with knowledge and the bad in this world and hereafter with the fool.	√											
10	SG.T7.35	<b><u>er.. [pause 5']</u></b> so, for live happily in this world and hereafter or happily ever after we should first, we should never forget to our God.		√ √										
<b>Total</b>			8	9			1		2			2		

**Student H**

No	Code	Data	Communication strategies											Explanation
			Compensatory										Avoidance	
			Pause & Filler	Restructure	Switching	Coinage	Assistance	Paralinguistic	Literal	Paraphrase	Generalization	Smurfing	Message	
1	SH.T8.5	I would say pray to Allah who has give us strength, health, and blessing, <b><u>cause in thi...</u></b> <b><u>cause only with the heal.. cause only with the health</u></b> and blessing to us we are able to gather in this beautiful place.	√											
2	SH.T8.12	<b><u>Because Indonesia has er..because Indonesia has</u></b> many traditional language, art and culture that another country doesn't has it.	√	√										
3	SH.T8.13	And Indonesia <b><u>er..but.. unfornet.. unfortunately</u></b> although Indonesia has wonderful wealth natural, <b><u>Indonesia doesn't has.. Indonesia doesn't have er..</u></b> good generation enough.	√ √	√ √										
4	SH.T8.16	<b><u>er..</u></b> narcotics, free sex, corruption and another western culture <b><u>er..</u></b> and that isn't in accordance		√ √										

		with our behavior and our culture, isn't right?												
5	SH.T8.18	Yes, <u>er.. er..</u> like Rasululloh SAW said:		√										
6	SH.T8.21	<u>er.. Allah is, Allah will</u> never change <u>people's destiny er.. people's destiny</u> , until <u>er.. they struggle with their.. with their.. until their struggle with their destiny.</u>	√ √ √	√ √ √										
Total			7	9										



### Segmenting and Coding of Interview transcripts

No	Strategy	Interview transcript	Code
1	Self Repair (Restructuring)	<p>R : Jadi misalkan kayak didalam satu kalimat itu ada A,B,C,D nah.. pas waktu anti ngomong sampai B itu anti lupa. Terus anti ngulang lagi dari A, B, baru C baru D gitu pernah?</p> <p>SA : Pernah</p> <p>R : Nah kayak gitu biasanya kenapa?</p> <p>SA : Kan soalnya itu ustadzah, kebanyakan kan kalok nga..kayak gitu tu hafalnya kan yang depan ustadzah.</p> <p>R : Hmm..</p> <p>SA : Ini kan nanti kalok ada yang diulang, itu nanti inget lagi.</p>	SA.W13.53-58
2	Self Repair (Restructuring)	<p>R : Nah, kemaren itu kan, dari vidio yang ana lihat pas anti pidato anti sering kayak ngulang-ngulang, kayak misalkan, apa ya.. “I..” misalkan, “We as”, “we as”, “we as”, “we as” kayak misalkan ngulang, misalkan kayak ngomong, mau lanjut gak jadi, ngulang lagi, ngulang lagi, ngulang lagi, itu kenapa?</p> <p>SB: Itu mungkin, gak yakin, ini dulu apa itu dulu ya.. jadinya, gimana, bingung gitu.</p>	SB.W5.86-87
3	Self Repair (Restructuring)	<p>R : Mungkin kemaren anti apa ya.. banyak ngulang-ngulang kayak gitu, kenapa? Lupa, apa?</p> <p>SC: Mungkin iya..</p> <p>R : Nervous?</p> <p>SC: ya.. gara-gara belum siap mungkin , terus lupa. Sbenarnya kalok seumpama gimana sih kalok mau pidato kayak gitu pasti udah prepare dari awal tapi mesti.. ana sendiri kalok semisal speech contest aja udah prepare banget malah sebelum naik ke pangungnya itu udah bener-bener siap, tapi kalok dipanggungnya itu udah pasti ada yang lupa, bait ini lupa lupa kayak gitu.</p>	SC.W1.36-39
4	Self Repair (Restructuring)	<p>R : Biasanya, kayak gitu, misalkan ya..seperti “I want to.. I want too..” Mungkin, karena bisa jadi untuk melanjutkan gitu?</p>	SD.W12.89-96

		<p>SD : Ingin menjabarkan lagi, jadi mencari kata-kata selanjutnya apa gitu.</p> <p>R : A... jadi mencari habis ini kata apa ya..akhirnya ngulang lagi.</p> <p>SD : Iya</p>	
5	Self Repair (Restructuring)	<p>R : Terus kalau misalkan anti tiba-tiba blank gitu terus diem, istilahnya bingung mau ngelanjutin pidato anti biasanya gimana?</p> <p>SE: Biasanya ana agak ngambil yang dari sebelumnya. Ana jadi ntar biasanya agak ngulang itu gak seluruhnya, jadi diulang dikit kalok gak gitu biasanya agak mikirin ini aja, step setelahanya istilahnya habis ini enaknya njelasin apa gitu.</p>	SE.W8.63-64
6	Self Repair (Restructuring)	<p>R : Nah, a.. nah kalok misalkan kayak tadi, terpotong itu tadi. Ya itu, anti misalkan mau ngomong kalimat A, terus ditengah-tengah tu bingung, bisa jadi lupa. Pernah gak ngulang lagi, berusaha melanjutkan tapi ngulang lagi dari awal. Pernah gak?</p> <p>SF : Pernah, ngulang tapi ya gak banyak. Pernah ngulang kalimat yang sering diucapkan, tapi Alhamdulillah terus nyambung. Gak, gak.. ini. Gak putus lagi.</p> <p>R : Nah, nah itu gini. Ngulang lagi tu tujuannya apakah untuk istilahnya kayak, kalok-kalok, kayak misalkan orang hafalan kan ngulang lagi biar keinget terusannya kayak gitu lagi apa gimana?</p> <p>SF : Iya.</p> <p>R : Ow.. jadi kayak misalkan ditengah-tengah terpotong habis itu ngulangi lagi?</p> <p>SF : Iya, ngulang lagi biar inget.</p>	SF.W09.71-76
7	Pause, using filler and hesitation devices	<p>R : Terus tapi biasanya kalau misalkan diem gitu kenapa?</p> <p>SA : Lagi... itu ustadzha, lagi mikir.</p> <p>R : Mikir, yang mau diomongin apa..gitu.</p> <p>SA : Iya</p> <p>R : Ow... ya ya. Sering pakai ini gak, a..a.. gitu?</p> <p>SA : He'eh.</p> <p>R : Kenapa kok sering pakai itu?</p>	SA.W4.154-166

		<p>SA : Karena kan di depan nervous ustadzah, jadinya agak blank.</p> <p>R : Iya,, terus pakai itu maksudnya untuk apa? Untuk berfikir juga, atau untuk apa?</p> <p>SA : Kalok ana, jadi buat mikir ustadzah.</p> <p>R : Jadi seperti, “a...”, “a...” sambil berfikir begitu?</p> <p>SA : Iya.</p>	
8	Pause, using filler and hesitation devices	<p>R : Nah, kemaren itu kan, dari vidio yang ana lihat pas anti pidato anti sering kayak ngulang-ngulang, kayak misalkan, apa ya.. “I..” misalkan, “We as”, “we as”, “we as”, “we as” kayak misalkan ngulang, misalkan kayak ngomong, mau lanjut gak jadi, ngulang lagi, ngulang lagi, ngulang lagi, itu kenapa?</p> <p>SB : Itu mungkin, gak yakin, ini dulu apa itu dulu ya.. jadinya, gimana, bingung gitu.</p> <p>R : A... intinya, apa, dari ini aa, kan dari konsep kan ada inti-intinya, nah itu bingung mau disampaikan intinya yang mana dulu gitu.</p> <p>SB : Iya ustadzah.</p>	SB.W5.86-89
9	Pause, using filler and hesitation devices	<p>R : Mm.. sering pakek a.. gitu gak, a... a...</p> <p>SB : Itu, kalok lupa mungkin.</p>	SB.W5.148-149
10	Pause, using filler and hesitation devices	<p>R : Kayak kalok misalkan lupa tu kan ada yang a.. a.. kayak gitu-gitu sering?</p> <p>SC : Iya, sering ustadzah</p> <p>R : Atau diem. Mending, mending ada a.. atau diem</p> <p>SC : Kalok menurut ana sih mending diem, tapi kalok ana sendiri pasti ada gak sadarnya kadang.</p> <p>R : Gak sadar?</p> <p>SC : A.. iya ustadzah.</p>	SC.W2.60-65
11	Pause, using filler and hesitation devices	<p>R : Nah, terus a.. kan kemaren kayaknya anti Pernah bilang kalok misalkan a.. pernah, pernah berhenti ditengah-tengah,</p>	SC.W10.23-30

		<p>maksudnya kalok mau nyampaikan apa gitu terus lupa apa gimana gitu terus ditengah-tengah berhenti. Nah, itu biasanya yang menyebabkan anti berhenti ditengah-tengah itu apa?</p> <p>Ya mungkin diem.. atau gimana.</p> <p>Maksudnya yang menyebabkan anti mungkin tiba-tiba diem di tengah-tengah atau mungkin tiba-tiba anti a... apa namanya, ya diem, ya diem itu.</p> <p>Maksudnya tiba-tiba anti diem ditengah itu biasanya kenapa?</p> <p>SC : Gagal fokus</p> <p>R : He?</p> <p>SC : Gagal fokus</p> <p>R : Gagal fokus (tertawa) maksudnya?</p> <p>Maksudnya gimana?</p> <p>SC : (tertawa) Ya.. gimna sih, maksudnya gak fokus lagi gitu lo apa yang mau disampein. Ya mungkin gara-gara audience-nya yang.. gimana ya? Terlalu tegang gitu mungkin.</p> <p>R : a... akhirnya, akhirnya blank?</p> <p>SC : (*mengangguk)</p>	
12	Pause, using filler and hesitation devices	<p>R : Nah terus kayak misalkan pakek “a..”. “hmm..” gitu?</p> <p>SD : Pernah beberapa kali.</p> <p>R : Maksudnya apakah tujuannya sama dengan yang tadi, atau mungkin beda.</p> <p>SD : Mungkin mencari contoh, misalnya, contohnya ini “ada contoh yang lain?” lebih menjabarkan juga.</p> <p>R : Jadi kaya apa ya... jadi beda dengan tadi kayak misalkan, “<i>thing</i>”, misalkan kayak “so”. Dia bukan buat pengisi, bukan?</p> <p>SD : Ya.. lumayan (tertawa).</p> <p>R : Ya hampir kayak gitu.</p> <p>SD : kadang.. Iya. Tinggal saat itu.</p> <p>R : Sambil mikir gitu?</p> <p>SD : Iya.</p>	SD.W16.63-54

		<p>R : “a..”, “a..” gitu sambil mikir?</p> <p>SD : Iya.</p>	
13	Pause, using filler and hesitation devices	<p>R : Terus adalagi anti menggunakan kayak “a..” anti diem, anti habis itu “a..” “mm..”, “that” itu namanya filler, pengisi. Itu juga salah satu strategi. Anti sendiri pernah gak pakek kayak “a..” gitu?</p> <p>SD : Pernah.</p> <p>R : Tapi kayaknya kemaren anti, jarang, jarang menggunakan. Misalkan kayak anak yang sebelumnya ana teliti tu banyak yang menggunakan “a..” tapi anti jarang. Jadi anti biasanya menggunakan “a..” itu kenapa, pas waktu apa?</p> <p>SD : Kayak mencari-cari bahasa yang tepat.</p> <p>R : Ow... jadi kayak biar gak kosong gitu?</p> <p>SD : Iya.</p>	SD.W12.133-138
14	Pause, using filler and hesitation devices	<p>R : Nah, terus anti sering menggunakan kata, misalkan “a..”, “mm..” kayak gitu, pernah gak</p> <p>SE : Pernah, tapi tidak terlalu. Mungkin kalau lagi agak bingung bagaimana menjelaskannya..</p> <p>R : Jadi itu intinya, sebenarnya tujuan ngomong “er..” itu apa sih?</p> <p>SE : Mungkin untuk pengalihan perhatian penonton. Mungkin itu kan seperti membuat agar kita tidak terlihat diam banget.</p>	SE.W8.87-90
15	Pause, using filler and hesitation devices	<p>R : Terus, kayak misalkan sering menggunakan kayak “eum..”, “aa..”, “a.. apa ya..”. gitu gak, pernah gak?</p> <p>SF : Iya</p> <p>R : Itu kenapa kayak gitu?</p> <p>SF : Mikir</p> <p>R : Jadi tu kayak gitu istilahnya anti kayak a.. me.. apa ya? Jeda waktu buat mikir gitu?</p> <p>SF : Iya. Kadang reflek sih, gak sadar kadang nyebut</p>	SF.W9.77-84

		R : Ow... sambil mikir itu kah? SF : Iya	
16	Pause, using filler and hesitation devices	R : Bener, bener, bener. Nah kalok misalkan kan kemaren ana lihat anti adalah satu dua kali berhenti, berhenti .itu.. (tertawa) SF : (tertawa) R : Itu anti a.. kenapa, maksudnya apakah nginget-nginget, habis ini apa ya? Gitu? SF : Nginget-nginget usadzah, kadang bingung, habis ini apa yang mau diomongin.	SF.W3.13-16
17	Pause, using filler and hesitation devices	R : Pernah gak misalkan berhenti atau misalkan “er..”, “er..” pernah kayak gitu, sering? SF : Kalau itu sering. R : Nah, itu biasanya anti “er..” maksudnya anti dengan seperti itu, sebenarnya anti kenapa, kok kayak gitu. SF : Biasanya, apa ya. R : Atau mungkin sambil berfikir. SF : Iya, sambil berfikir kayak, nyari sambungan yang pas, walaupun out of concept gitu.	SG.W7.65-70
18	Code switching	R : A... pernah gak kan misalnya vocabnya lupa, terus tiba-tiba pakek bahasa Indonesia gitu? SA : Pernah.	SA.W4.142-143
19	Code switching	R : Berarti kalok misalkan anti membutuhkan vocab tertentu yang sekiranya anti butuh, anti gunakan berarti anti makai kamus. Nah kalok misalkan pakek bahasa, karena gak tahu, gak tahu bahasa Inggrisnya trus pakek bahasa Indonesianya gitu pernah? SA : Pernah.	SA.W13.35-36
20	Code switching	R : Nah pernah gak kalau tiba- tiba diam, karena gak tahu bahasa Inggrisnya trus pakai bahasa Indonesia gitu? SB : Mungkin satu dua tiga kali nyeplos gitu. R : A... gitu, itu tapi gak sengaja berarti? SB : He’eh gak sengaja.	SB.W5.139-142

21	Code switching	<p>R : Nah, pernah gak karena gak tahu vocabnya ya udah pakek aja bahasa Indonesianya?</p> <p>SC : Enggak pernah ustadzah, keceplosan mungkin.</p>	SC.W2.50-51
22	Code switching	<p>R : Terus, terus kalok misalkan anti gak tau kosa katanya, pernah gak pakek bahasa Indonesianya gitu?</p> <p>SD : Apa ustadzah?</p> <p>R : Bahasa Indonesianya. Misalkan kan gak tahu vocabnya, terus pakek bahasa Indonesianya gitu pernah gak?</p> <p>SD : Pernah.</p> <p>R : Pernah? Biasanya kenapa kayak gitu?</p> <p>SD : Biasanya kan kalok emang lupa vocabnya kan nyari yang mendekati kata-kata itu apa. Tapi kalok sudah benar-bener lupa, diucapkan pelan-pelan sambil makek.. (bahasa Indonesia)</p>	SD.W12.6-11
23	Code switching	<p>R : Nah, terus, apa namanya, pernah gak karena gak tahu bahasa Inggrisnya trus akhirnya pakek bahasa Indonesianya?</p> <p>SE : Di pidato?</p> <p>R : Iya, pidato.</p> <p>SE : Kalok pidato belum pernah.</p> <p>R : Kalok keseharian?</p> <p>SE : Iya, hehe..</p>	SE.W8.93-98
24	Code switching	<p>R : Hmm.. terus, nah kalok pas gak tau vocabnya pernah gak tiba-tiba akhirnya menggunakan bahasa Indonesianya?</p> <p>SF : Enggak</p> <p>R : Kalok dalam keseharian, dalam bahasa sehari-hari?</p> <p>SF : Pernah. (tertawa)</p> <p>R : (tertawa) kalok pas pidato gak pernah, tapi kalok sehari-hari pernah?</p> <p>SF : Biasanya udah disiapin soalnya kalok pidato. Ana gak pernah, gak pernah sampek bukak kamus.</p>	SF.W9.53-58

25	Appeals for assistance	<p>R : Nah pas ditengah-tengah pidato itu anti misalkan, pernah gak, anti pas pidato tiba-tiba anti berhenti terus ngasih clue ke temennya, misalkan anti lupa vocab apa gitu pernah?</p> <p>SG : Pernah.</p> <p>R : Itu biasanya gimana, misalanya apa anti nglirik-nglirik gitu apa gimana?</p> <p>SG : Itu kayak gini ustadzah.</p> <p>R : Iya</p> <p>SG : Biasanya ustadzah, temen ana sendiri ustadzah, jadi sebenarnya tu gak nglirik ke dia, tapi mata ana tu juga ke dia. Jadi gak begitu kelihatan gitu lo ustadzah.</p> <p>R : jadi tu kayak, sebenarnya anti berusaha kayak mikir-mikir tapi tu ya.</p> <p>SG : Iya</p> <p>R : Mereka sendiri, misalkan temen anti sendiri dengan respect langsung a.. gitu.</p> <p>SG : Ya itu, ya..</p>	SG.W7.92-101
26	Appeals for assistance	<p>R : Nah, Kan disediakan kamus ya.. itu, menurut anti, a..apa, bermanfaat apa enggak. Maksudnya kan ketika pidato ditengah-tengah terus buka kamus itu kan ya... gimana gitu kan. Tapi menurut anti dengan adanya kamus itu, itu gimana. Termasuk bisa membantu?</p> <p>SA : Iya.</p>	SA.W4.83-84
27	Appeals for assistance	<p>R : Nah, kalok misalkan ini, tiba-tiba blank gitu, pernah gak bisik-bisik temennya, gitu. Pernah gak?</p> <p>SA : Pernah.</p> <p>R : Kenapa, biasanya kenapa kayak gitu. Biasnaya nanya apa ke temennya?</p> <p>SA : Biasanya, temennya yang bantu.</p> <p>R : A... anti, karena anti mungkin diem gitu ya, terus temennya bantu.</p> <p>SA : Iya.</p>	SA.W4.148-153.
28	Appeals for assistance	<p>R : Oke. Terus.. nah misalkan pas pidato tu anti, apa ya.. misalkan anti a.. kurang</p>	SA.W13.33-34



		<p>menguasai vocab-vocab yang anti sam, anti gunakan, maksudnya yang berhubungan dengan topic yang anti sampaikan itu a.. anti biasanya gimana?</p> <p>SA : Kan kadang kan MM nanyain arti-arti setiap vocabnya, kalok emang gak tahu kan di depan ada kamus ustadzah.</p>	
29	Appeals for assistance	<p>R : Faham, oh iya iya. Nah, terus... apa ya... kalok misalkan anti, misalkan ada kendala gitu ditengah-tengah gitu pas waktu pidato, kayak tiba-tiba tu bingung mau apa gitu, anti gimana?</p> <p>SB : Ya... gimana ya, kayak misalkan nanyaina apa. Apa a.. kayak gimana ya, “apakah kalian tidur?” tapi ya... pakek bahasa stadzah. Terus, mungkin kalok kayak lupa gitu kan disediain kamus kayak gitu, mungkin lihat kamus.</p> <p>R : Jadi kayak, gimana berusaha a... nanya, misalkan nanya audience apakah tidur itu maksudnya anti sambil memikirkan, yang dilanjutin, memikirkan selanjutnya yang dipikirkan apa gitu?</p> <p>SB : He’eh. Iya</p>	SB.W5.80-83
30	Appeals for assistance	<p>R : Nah..berarti kan dengan adanya kamus itu, anti merasa terbantu?</p> <p>SB : Iya.</p> <p>R : Kalok misalkan nanya temen pernah gak?</p> <p>SB : Pernah.</p> <p>R : Nanya,what the mean? Gitu, ya apa lirik-lirik temennya gitu, ngasih kode-kode gitu?</p> <p>SB : Iya, ngasih kode-kode.</p> <p>R : Ngasih kode-kode gitu biar temennya dibantuin yak?</p> <p>SB : Iya.</p>	SB.W5.93-100
31	Appeals for assistance	<p>R : He’eh, terus.. lha kaok misalkan nih anti mau ngomong apa gitu, mau ngomong.. mau nyampein apa gitu. Tapi anti,</p>	SB.W14.45-48

		<p>ternyata anti gak tahu vocabnya itu apa gitu. Kan mungkin kan, apalagi kelas satu kan vocabnya masih terbatas kan, jadi belajar dikelas juga kan vocab-vocabnya belum terlalu tinggi kayak yang kelas-kelas atas.</p> <p>SB : Kan biasanya kan kalok di muhadloroh kan disediain kamus, jadi kan.</p> <p>R : Buka kamus?</p> <p>SB : Iya.</p>	
32	Appeals for assistance	<p>R : Terus kalok misalkan pas gak menguasai kosa katanya a.. misalkan ya, misalkan ada vocab yang gak tau, itu gimana? Mungkin, nanya ke temen, pernah gak? Atau misalnya memancing audience.. misalkan “What do you? A.. Do you know the mean A? gitu pernah? Atau mungkin?</p> <p>SC : Kalok seumpama buat nanyain ke audience sih pernah ustadzah, cuman kalok seumpama ana sendiri lupa vocabnya kan gitu ustadzah udah disediain kamus kan ustadzah.</p> <p>R : Ow... bisa buka,ow.. jadi speaker tu bisa boleh bu kamus? Anti pernah?</p> <p>SC : Belum pernah ustadzah, kalok buka kamus belum pernah.</p>	SC.W2.44-47
33	Appeals for assistance	<p>R : Terus... nah, apakah kamu akan meminta bantuan, kepada temenmu atau kepada mudabir (pengurus). Misalnya kamu mengalami kesulitan di dalam vocab.</p> <p>SC : Iya, minta tolong.</p> <p>R : Minta bantuan, gimana?</p> <p>SC : Belajar konsepnya. Kalok ana sendiri sih biasanya kalok lagi kesusahan, misalkan konsepnya bukan dari ana sendiri, pasti ana itu, minta bantuan ke manajer. Minta kosa kata-kosa kata</p> <p>R : Ow.. enggak, maksudnya pas waktu</p>	SC.W10.64-71

		<p>perform?</p> <p>SC : Pas waktu perform?</p> <p>R : He'eh.</p> <p>SC : Buka kamus mungkin kan.</p>	
34	Appeals for assistance	<p>R : A... nah, kalok misalkan, ana tadi udah nanya belum. Minta bantuan temen pernah gak? Pas pidato gitu misalkan lupa vocabnya, terus misalkan lirik-lirik temennya biar dikasih tahu gitu.</p> <p>SD : Gak pernah.</p>	SD.W12.143-144.
35	Appeals for assistance	<p>R : Terus.. pernah gak minta tolong, minta bantuan, maksudnya gini. Misalkan gini, lupa konsepnya terus nglirik ke MM nya, biar dikasih tau atau mungkin lupa vocabnya terus nglirik temennya biar dibantu, gitu pernah gak?</p> <p>SE : Sebenarnya gak minta, tapi kadang..</p> <p>R : Ow..mereka ngasih tahu?</p> <p>SE : Iya. Ya.. respect nya mereka ngasih tahu.</p> <p>R : Nah kayak gitu biasanya, pas, anti diem lama terus mereka ngasih tahu kayak gitu apa gimana?</p> <p>SE : Iya. Tapi kadang juga belum sempet, kadang ya udah semunculnya aja yang di otak</p> <p>R : Jadi kayak misalkan. A.. enggak, temen anti ngasih tahu anti biasanya pas kayak gimana?</p> <p>SE : Ya pas kalok misalnya sekiranya udah diem lama.</p> <p>R : Dikasih tahu?</p> <p>SE : (*mengangguk).</p>	SE.W15.41-50
36	Appeals for assistance	<p>R : Terus.. a.. nah misalkan anti mem, apa, me, menghadapi keuslitan untuk mengungkapkan misalkan apa ya.. misalkan mau ngomong apa gitu anti terus misalkan lupa vocabnya atau gimana gitu. Anti gimana?</p> <p>SF : Lupa vocab?</p> <p>R : He'eh.. Bisa jadi lupa vocab, atau</p>	SF.W9.43-47

		bingung mau ngomong apa habis ini ya.. SF : Kalok lupa vocab kan ada kamus.	
37	Appeals for assistance	<p>R : Nah pas ditengah-tengah pidato itu anti misalkan, pernah gak, anti pas pidato tiba-tiba anti berhenti terus ngasih clue ke temennya, misalkan anti lupa vocab apa gitu pernah?</p> <p>SG : Pernah.</p> <p>R : Itu biasanya gimana, misalanya apa anti nglirik-nglirik gitu apa gimana?</p> <p>SG : Itu kayak gini ustadzah.</p> <p>R : Iya</p> <p>SG : Biasanya ustadzah, temen ana sendiri ustadzah, jadi sebenarnya tu gak nglirik ke dia, tapi mata ana tu juga ke dia. Jadi gak begitu kelihatan gitu lo ustadzah.</p> <p>R : jadi tu kayak, sebenarnya anti berusaha kayak mikir-mikir tapi tu ya.</p> <p>SG : Iya</p> <p>R : Mereka sendiri, misalkan temen anti sendiri dengan respect langsung a.. gitu.</p> <p>SG : Ya itu, ya..</p>	SG.W7.92-101
38	Literal Translation	<p>R : Nah, anti kalau misalkan ngomong terus nerjemahin, biasanya per-kata atau langsung makna keseluruhannya disampaikan pakai bahasa Inggris gitu?</p> <p>SA : Makna keseluruhannya.</p> <p>R : Makna keseluruhannya? Kalau ngomong sehari-hari juga begitu? Kan kadang ada yang ngomongnya misalkan “saya sudah makan.” ‘I’m have eating, “I’m have eating lo...” gitu. Pernah gak kayak gitu?</p> <p>SA : Pernah.</p>	SA.W4.144-147
39	Literal Translation	<p>R : Nah..terus kalo misalkan ngomong terus ni ya.. misalkan anti menerjemahkan, anti lebih suka atau biasanya menerjemahkan perkata atau keseluruhan. Langsung dilihat, kan dalam bahasa Inggris itu beda ketika kita memaknai perkata dengan keseluruhan itu maknanya beda. Anti biasanya memaknai perkata dulu atau</p>	SC.W2.92-93

		<p>langsung satu kalimat?</p> <p>SC : Kalau misalnya sudah belajar, sudah tahu seperti islahul lughohnya (common expression) gitu lo ustadzah, ya saya akan berusaha pakai ustadzah, tapi kalau tidak terlalu ya saya ijarah perkata.</p>	
40	Literal Translation	<p>R : Kalau misalkan anti tiba-tiba. Eh, mengartikan sesuatu itu per harfiyah, faham gak?</p> <p>SC : Per kata?</p> <p>R : Iya, perkata</p> <p>R : Nah itu biasanya kenapa, kok anti mengartikan sesuatu perharfiyah itu biasanya kenapa?</p> <p>SC : Hmm... belum tahu, gra..</p> <p>R : Grammatikalnya?</p> <p>SC : Iya, grammatikalnya di bahasa Inggris</p> <p>R : Jadi terus akhirnya.. menggunakan?</p> <p>SC : Per-kata.</p>	SC.W10.36-44
41	Literal Translation	<p>R : Nah terus kalau misalkan, mengartikan secara harfiyah kamu pernah gak?. Misalnya seperti kamu ngomong “want go where?” “kamu mau kemana?” gitu misalnya. Kamu pernah tidak menggunakan seperti gitu pada saat pidato? Mengartikan secara harfiyah seperti itu?</p> <p>SE : Leterlek?</p> <p>R : Iya, leterlek.</p> <p>SE : Mungkin tergantung sih kalau misalkan udah gak tau ngomong apa mungkin pernah sekali dua kali gak sadar.</p> <p>R : Jadi seperti, ya..kepetit gitu ya?</p> <p>SE : Iya</p>	SE.W15.24-29
42	Literal Translation	<p>R : Nah,, a.. terus ketika anti menggunakan bahasa ya, a.. misalkan nih anti mengartikan, biasanya menerjemahkan perkata atau anti biasanya mengambil keseluruhan makna?</p> <p>SH : A.. pertama, pertama itu dilihat dari perkata dulu, mungkin dari perkata itu ada yang susah nanti bisa dihafalin, nah habis itu ntar di.. kalok emang agak, habis itu dilihat maknanya, a.. diterjemahinnya dari per kalimat.</p>	SH.W6.60-65

		<p>R : Keseluruhan gitu ya?</p> <p>SH : Iya</p> <p>R : Masih ada gak anak-anak itu mengartikan perharfiah, per kata gitu, masih sering menemukan? Jadi misalnya kayak kebalik-balik jaid kayak adjective yang seharusnya blue car jadi mobil biru jadi car blue kayak gitu masih sering nemuin anak-anak yang kayak gitu?</p> <p>SH : Masih sering ustadzah kalok kayak gitu.</p>	
43	Generalization	<p>R : Nah kalau misalkan ada kesulitan vocab gitu pernah gak merasa?</p> <p>SD : Pernah.</p> <p>R : Nah solusinya gimana?</p> <p>SD : Mencari..pasti ada bahasa lain yang biasanya dipakai.</p> <p>R : Ow... anti biasanya menggunakan bahasa-bahasa yang memiliki makna yang dekat dengan itu?</p> <p>SD : Iya</p>	SD.W11.96-101
44	Generalization	<p>SD : Biasanya kan kalau memang lupa vocabnya kan nyari yang mendekati kata-kata itu apa. Tapi kalau sudah bener-bener lupa, diucapkan pelan-pelan sambil makai... (bahasa Indonesia)</p>	SD.W12.11
45	Message Abandonment	<p>R : Nah, terus kalau misalkan anti blank gitu, bingung mau ngomong apa. Nah itu anti biasanya gimana solusinya? Anti tiba-tiba “duh..ngomong apa ya?”. Anti kayak git solusinya gimana?</p> <p>SD : Aa..tetap melanjutkan dengan, dari bahasa, mencari topic yang sama tapi dengan bahasa yang sudah difahami.</p> <p>R : Intinya dengan mungkin dengan bahasa yang, ya anti faham, maksudnya anti enak lah gitu menyampaikannya, gitu?</p> <p>SD : Iya</p>	SD.W16.37-40
46	Message Abandonment	<p>R : Misalkan nih, anti mau menjelaskan satu kalimat gitu, tiba-tiba ditengah tu anti lupa, nah anti memilih untuk berfikir untuk melanjutkan atau ganti yang lain?</p> <p>SE : Ganti yang lain kalau semisal ana lupa.</p> <p>R : Jadi berhenti gitu. Ganti topic lain gitu?</p> <p>SE : Itu masih dalam satu kata kan? Kalau</p>	SE.W8.65-70

		<p>misalkan lupa nanti ganti yang lain tapi perumpamaan yang agak mirip gitu.</p> <p>R : Kalimatnya yang ganti. Hmmm tapi intinya, pesannya sama?</p> <p>SE : Iya.</p>	
47	Message Abandonment	<p>SF : Kalok lupa itu kadang terpaksa cari topic dadakan. (tertawa)</p> <p>R : Cari topik maksudnya, mengalihkan topic atau gimana?</p> <p>SF : Ya yang masih bersangkutan dengan judul misalnya, tapi yang udah gak sesuai dengan yang disusun.</p> <p>R : Ow... maksudnya mau ngomong kalimat A gitu, terus tiba-tiba ditengah-tengah tek, bingung mau ngomong apa terus akhirnya ganti ngomong kalimat B, tapi intinya masih sama?</p> <p>SF : Iya</p>	SF.W9.48-52
48	Smurfing (Use all of Purpose Word)	<p>R : Nah kalau kayak misalkan, pernah menggunakan kata-kata yang umum, kayak sering menggunakan “so”, “that”. Jadi kayak, “that..”, “that..”, “that..”. Jadi menggunakan kata-kata itu sebenarnya bukan karena strukturnya seperti itu, jadi kayak buat tambahan aja gitu.</p> <p>SD : Lumayan.</p> <p>R : Itu biasanya, maksudnya kenapa kayak gitu.</p> <p>SD : a.. kadang untuk menjabarkan. Ya mencari (tertawa), mencari..sambil mencari kata-kata, sambil berbasa basi. Intermezzo.</p>	SD.W16.45-48
49	Smurfing (Use all of Purpose Word)	<p>R : Jadi ya..mungkin gerakan tangan gitu ya?Nah, sebenarnya gerakan tangan tu anti ada maksud tertentu untuk menyampaikan sesuatu atau ya.. reflek aja gitu.</p> <p>SD : Pernah, tapi.. gak sering.</p>	SD.W15.39-40
50	Paralinguistic Strategies	<p>R : Terus habis itu, a... nah pas pidato itu biasanya anti pernah gak untuk menjelaskan itu anti menggunakan selain menggunakan penjelasan dan ucapan itu pernah menggunakan apa.. gitu. Gerakan tangan untuk menjelaskan, menjelaskan, istilahnya menjelaskan tentang sesuatu gitu.</p>	SD.W11.65-66

		SD : Ya dengan gesture dan intonasi.	
51	Paralinguistic Strategies	<p>R : Atau kalau gerakan tangan gitu. Ada maksudnya mungkin kan ada yang gerakan tangan itu untuk menjelaskan sesuatu tertentu gitu ya?</p> <p>SE : Iya.</p> <p>R : Iya, berarti kayak a..apa ya istilahnya, untuk kata, untuk sebagai penunjuk?</p> <p>SE : Biasanya kan ya buat mengekspresikan supaya kan katanya kalau pidato biar, ya udah harus lebih diekspresikan gitu.</p> <p>R : Hmm..terus ya berarti intinya, buat lebih ekspresif gitu.</p> <p>SE : Iya.</p>	SE.W8.41-46
52	Paralinguistic Strategies	<p>R : jadi ya..mungkin gerakan tangan gitu ya?Nah, sebenarnya gerakan tangan tu anti ada maksud tertentu untuk menyampaikan sesuatu atau ya.. reflek aja gitu.</p> <p>SC : (ketawa) Kalau semisalnya sudah benar-benar persiapan gitu ya..ada maksud tertentu, kalau enggak ya.. reflek aja.</p>	SC.W2.22-23
53	Paralinguistic Strategies	<p>R : Maksudnya karena gak tahu artinya akhirnya gimana caranya anti menjelaskan itu tetep menggunakan bahasa inggris tapi dijelasin gitu gak langsung menyebut itu kata apa gitu, pernah?</p> <p>SA : Pernah.</p> <p>R : Nah kayak gitu biasanya kenapa?</p> <p>SA : Ya karena kan itu ustadzah kurang menguasai vocabnya.</p>	SA.W13.47-50
54	Paralinguistic Strategies	<p>R : Nah, terus pernah gak gini, misalkan ya.. anti mau menjelaskan pohon, anti mau ngomong pohon, tapi anti gak tahu artinya pohon dalam bahasa Inggris, akhirnya anti menjelaskan pohon itu a...  <i>“it is something that have a.. root, has leafs and fruits.</i> Gitu,mislakan kayak gitu. Pernah gak? Jadi tu, anti misalkan mau menjelaskan suatu objek tapi anti gak tahu, gak tahu itu, akhirnya anti menggunakan beberapa penjelasan-penjelasan, ya deskripsi-deskripsi. Pernah</p>	SA.W12.75-88



		<p>gak?</p> <p>SD : Iya, Pernah.</p> <p>R : Nah,itu biasanya terjadi karena apa.</p> <p>Maksudnya anti biasanya mendeskripsikan itu karena..</p> <p>SD : Kadang itu, waktu menjawab pertanyaan.</p>	
55	Paralinguistic Strategies	<p>R : Nah, terus a.. kalok misalkan menjelaskan itu, anti lebih suka menjelaskan dengan contoh atau mungkin ya menjelaskan apa adanya gitu?</p> <p>SD : Pertama ya.. dijelasin dulu, kalok belum faham, pakek contoh gitu ustadzah.</p>	SH.W6.85-86
56	Topic Avoidance	<p>R : Nah, kalau misalkan nih tiba-tiba pernah gak kalau misalkan anti lupa sama konsep, maksudnya lupa sama yang mau diomongin, terus tiba-tiba anti ganti topik lain gitu? Misalnya mau ngomong itu, trs tiba-tiba 'terusnya apa ya..' lupa, terus tiba-tiba dipotong terus ganti kalimat baru. Pernah gak?</p> <p>SA : Pernah.</p> <p>R : Kenapa kayak gitu?</p> <p>SA : Ya... nervous, terus sekiranya di depan itu blank.</p> <p>R : Ow... gitu, blank. Misalkan mau nginget vocab apa..gitu lupa juga gitu ya?</p> <p>SA : Ya</p>	SA.W4.117-122
57	Topic Avoidance	<p>R : Kenapa kok kayak gitu?</p> <p>SB : Ya... nervous, terus sekiranya di depan itu blank. Mungkin kalok mau njelasin ini tu, kok kelihatannya ragu ya, bener gak ya, alah ganti topic yang lain dulu aja, yang itu nanti aja.</p> <p>R : Ow..gitu, jadi kayak pending dulu gitu.</p> <p>SB : he'eh, pending dulu..</p>	SB.W5.180-183
58	Topic Avoidance	<p>R : Terus.. pernah gak pas waktu anti menyampaika pidato itu trus anti mungkin tiba-tiba itu blank terus akhirnya berhenti. Maksudnya berhenti anti gak jadi melanjutkan menjelaskan tentang topic itu gitu, pernah?</p> <p>SB : Pernah.</p>	SB.W14.41-44

		<p>R : Nah itu biasanya kenapa, karena ya blank itu tadi atau..?</p> <p>SB : Mm.. mungkin ya misalnya mau meneruskan topik ini, kok jadinya topiknya gak terlalu menarik, kalau diliat-liat ya.. gak yakin gitu sama topik yang dibicarakan, akhirnya ganti topic.</p>	
59	Topic Avoidance	<p>R : Terus kalok misalkan anti gak menguasai kosa kata untuk mengungkapkan topic yang anti sampaikan hari itu, itu solusinya gimana?</p> <p>SE : Ngambil topik lain.</p> <p>R : Yang vocabnya anti tau?</p> <p>SE : Iya.</p>	SE.W15.16-19
60	Foreignizing	<p>R : Terus.. kalau bahasa Indonesia yang di inggriskan. Misalnya bahasa Indonesia tapi dikatakan secara bahasa Inggris gitu. Misalkan gini, a..kata bahasa Indonesia tapi di pronounce bahasa Inggris.</p> <p>SF : Itu..kenapa?</p> <p>R : Pernah, pernah?.</p> <p>SF : Gak, gak pernah ustadzah.</p> <p>R : Atau mungkin gak sadar kali.</p> <p>SF : Iya</p>	SF.W9.65-70
61	Foreignizing	<p>R : Terus, pernah gak menginggriskan bahasa Indonesia?</p> <p>SC : Pernah</p>	SC.W10.51-52
62	Foreignizing	<p>R : Ow.. iya. Nah terus, pernah gak pakek bahasa Indonesia yang diinggriskan, atau misalkan bahasa Indonesia itu anti samapikan bahasa Inggris.</p> <p>SD : Hmm..</p> <p>R : Misal kn kayak apa ya? Bahasa Indonesianya.. hmm.. kayak misalkan spidol seharusnya marker jadi spaidol [spaidəl] gitu lo misalnya. Terus apa gitu kadang.</p> <p>SD : Enggak.</p>	SD.W16.41-44
63	Foreignizing	<p>R : Nah, kalau misalkan kan apa ya.. bahasa Indonesia tapi di Inggriskan gitu, pernah gak? Atau mungkin gak sadar gitu pernah.Pernah gak?</p> <p>SB : Mungkin gak pernah ya, tapi gak nyadar juga.</p>	SB.W14.59-60

# APPENDIX D

1. Documentation
2. Students' Written Speech Concept

## Documentation



The student's speech performance in one of groups of speech extracurricular.



The audience listened to the speaker's speech carefully



The supervisors of speech extracurricular were evaluating the speech extracurricular.



Students (audience) wrote the summary of the speaker's speech



The MC were opening the speech extracurricular.



Speech extracurricular of eleventh grade students group.



The teachers were evaluating the eleventh grade students's speech extracurricular.



One of audiences (students) was giving a question to the speaker.

## Students' Written Concept

### Written Concept of Student A

From that hadiths we must be a good muslim and Allah SWT not only look from our beauty face but also heart.

We have to do our obligation as muslim, do what Allah SWT command to us and Allah SWT for bid to us.

Allah command us to pray to God Allah SWT, and help a person who need us, don't be a helpless and we as muslim woman we must keep our part of the body which may not be visible while performing a ritual two genitals all, except face and palm of hand.

Ablution before pray, before sleep, or after taking a bath, that do is making radiance people. From those are example can make us be a radiance, and radiance not only for our personally but we can be a radiance for another people.

Summary:  
Be a radiance people by our

obligation as muslim or young generation, and by our good job for personally or another people.

May this good Relationship is going on  
Thank you very much for your attention. I ask apologize if you found some mistake from me.

Finally I say you?

وَاللَّهُ أَكْبَرُ؟ عَلَيْكُمْ قَرْنَ إِلَى اللَّهِ وَبِرَّكَاتٍ

we please tidy more your handwriting  
we show your best

SHOWED AT 24/03/18

*Signature* MM'18  
*Signature* MM'18  
*Signature* MM'18  
*Signature* MM'18



## Written Concept of Student B

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ  
السلام عليكم ورحمة الله وبركاته

LOYAL FOR BOTH OF PARENTS

Truly, it will be never forgotten by every man in this world except both of parents and it is no one person who act evil to both of parents except a people who has rude character and foolish. Really, Allah, His Apostles and Ulamas from prophet Adam until now, give warning about the important for take care to both of parent and loyal for both.

Really, loyal to both of parent is a duty for every Muslim, either male or female. Allah became "The Loyal for both of parents as the unity in worship to the one God (Allah) As He said:

أَعُوذُ بِاللَّهِ مِنَ الشَّيْطَانِ الرَّجِيمِ  
بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَقَفَىٰ رَبُّكَ أَنْ لَا تُعْبُدُوا إِلَّا إِيَّاهُ وَالْوَالِدَيْنِ إِحْسَانًا  
(الاحقاف: ٢٣)

"The Lord has decreed, that you worship none save him, and (that you show) kindness to parent (AL-Isro: 23)

Therefore, we should to our both parent are to associate and to speak to them with polite. Beside that, it is prohibition for us to speak rude and impolite.

May this good relationship is going on, thank you very for your attention. I ask apologize if you found mistake for me. And the last I say you from

والسلام عليكم ورحمة الله وبركاته

Showed at 24<sup>th</sup> March 2018

MM'18

## Written Concept of Student C

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ  
السلام عليكم ورحمة الله وبركاته

"ZEAL IS THE KEY OF SUCCESS"

The successful has never got without effort, like coffee without sugar. the taste is tasteless, and Allah SWT has created and given us, a brain and intelligence to think in this life. Well, in order us to get the successful in their world till in the hereafter.

Let's face our life without despair, because despair is the bad way, and never commanded in Islamic religion. If we conscious spirit to reach success, we can learn from the Al-Qur'an, because Allah has said in holy Qur'an:

أَعُوذُ بِاللَّهِ مِنَ الشَّيْطَانِ الرَّجِيمِ  
بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ  
وَلَا تَيْئَسُوا مِنْ رَوْحِ اللَّهِ إِنَّهُ لَا يَيْئَسُ مِنْ رَوْحِ اللَّهِ  
إِلَّا الْقَوْمُ الْكَافِرُونَ (يوسف: 87)

The mean of it :

"And never give up on Allah mercy, certainly no one despairs from Allah's mercy, except the disbelieving people" ( Yusuf: 87)

When people tired to reach success, it's possible they will get failure or obstructions this is just for reaching something that they need in their daily life.

Remember on massage from me!  
Those we born to be winner, don't think that you can't do it, you can if you think you can.

Okay, Maybe stop here for my speech today, Pardon me for all my mistakes cause all those mistakes are purely come from me as human being, thanks for your attention, and the last I say you ...

وَالسَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Good!

Please be a good speaker as good as your concept.  
Good luck!

Mar 9 2018  
MM/18



## Written Concept of Student D

7<sup>th</sup> March 2018

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ  
السلام عليكم ورحمة الله وبركاته

"LEARN TO SURVIVE"

From the first time, we opened our eyes, then we look around, we've tried to survive! From the dust, or some voices that disturbed our sense. Until now we are studying in Al-Mawaddah Boarding School For Girls. Step by step, we've made our goals. From the little matter to the huge, that's making us grow stronger.

Survival, it's not just Baden Powel lifestyle. Survival, it's not just depends from the very difficult moment without any facilities. But here for us, survival is the step to get nearest to Allah, it's name patience or calm. By being patient, we can strength our heart to focus on our concern?

We had the different mental. Someone had the different confidence too. But, by these three mottoes we'll go together to face our own challenges. These are :

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

مَنْ حَذَّوْجِدَ، مَنْ صَبَرَ، مَنْ حَيَّيْ لَاحْتَسِبَ

That's mean :

Where there's a will, there's a way; Who's patientest luckiest; And Allah the One and Only unpredictable makers.

So, everybody have the challenges and chances. Challenges are somethings that Allah gives to us for we face it well. That's to Increase our degree between mankind and Heaven's Occupants. And chances are sometimes that Allah gives to us for repairing ourselves to be better.

In Al-Mawaddah Boarding School For Girls, we've gotten many things especially troubles or matters. But, let we know, that Allah gives us challenges and chances to pass through together. There, Allah will help us to face the world. Because Allah has made everything with all of their benefits. And the patienter, Allah will always beside them.

I Suppose enough here, what I can deliver in front of you all. I beg your pardon if you found some mistakes from me, and the last I say you,

وَالسَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ



- بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ  
- السَّلامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

## EVERYONE WALK ON THE DIFFERENT STEP

My sisters in the happiness! Don't write at the concept

Everyone in this world has the different dream, and also has the different potency. But, we live in this world do not alone. We have many friends, families, or maybe other people around us that we do not know. All people in this world are need a peaceful life with other people or have a good a great relationship with their friends around them. Therefore, if we want to get it, we need an understanding. We must understand and receive the different potency of every people around us. In this world we have meet many kinds of people, which have many character and different potency. There are some people who think or do something quickly, and the different side there are people who think or do something slowly.

Then, we can take the example from our daily activities. Example, when in the school, there are many people who can receive the lesson quickly, and also there are many people who can receive the lesson slowly. We as a good friend, we must receive it, all the different, and how the potency of our friend, however they are just the way they are.

Cause Allah created us with our differently in our potency and also our character for knowing one another. Allah ever said in the holy Quran :

اعْلَوْذُوا بِاللَّهِ مِنَ الشَّيْطَانِ الرَّجِيمِ ۝ بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ  
"يَا أَيُّهَا النَّاسُ إِنَّا خَلَقْنَاهُ مِنْ ذَكَرٍ وَأُنْثَىٰ وَجَعَلْنَاهُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا"

(البقرة : ٢١٤)

My beloved friends!

The mean of this chapter is, Allah created many kind of people with the function is, that can make us more understand how the way for facing the potency or the attitude of every people. And with it, we can know each other and we also can make solidarity between ourselves and other people. ( . . . ? )

Therefore, because our differently it make us appreciate to another people, because of it also can make this world are colourful, together we stand, together we understand with the good understand, and make us know the good solidarity each other. Cause, the problem of different one another happened in Indonesia, when all people are not understand with the

differentity, so what would we do? Sit? Stand? get up! we as teenagers! create a better country, only for understanding in another character and another choice make us know if everybody have a different step for reach their different Dream!

Maybe enough here all that i give speech and i beg, you pardon if you found some mistakes from me cause i'm not perfect and Allah T'is perfect one.

وَيَا لَيْلِي السُّعُفِيُّ وَالْهَيْدَايَةُ وَالرَّجَاءُ وَالْأَنَايَةُ، فَاسْتَبِقِ الْمَيْرَاتِ  
وَالسَّلَامَ عَلَيَّكُمْ وَرَحْمَةَ اللَّهِ وَبَرَكَاتِهِ

محمد  
MM'18



## Written Concept of Student F

Qanita Lutfi X RA Date: \_\_\_\_\_

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

"TRY EVERYTHING"

We as young generation, we have many chances for reaching success. And everybody has a dreams. As we know. There <sup>many</sup> ways for reaching our dream are we have to try, effort, and pray. Besides that, we should to <sup>think</sup> positive thinking.

When we felt down, don't give up! Because failed while we fight is customary. Always get up to see what's next. As baby, they don't just walk, they fall down and get up. No body success without getting it down. Let's enjoy our life and find our courage!

We should (to) try, try, and try and believe that we can reach our dream. Try your best to keep calm and have a little faith.

Don't forget pray to God Allah. Without pray, we will never can reach our dream. Because Allah said, people who only effort without pray are conceited people. We have to make it balance between try and effort.

Don't follow your friends who only play and

MIRAGE

Date: \_\_\_\_\_

doesn't do a good activity. Chase your friend who can take you to a good way.

Don't afraid to fight! Just do it by slow but sure that we can reach our dream. If we afraid for taking chances, how we gonna reach the top?

Believe in what you said. The time is now. Let smile and let everyone know, that today we are a lot stronger than we were yesterday.

Run into the light and get out of your own way. Because there's a bright future waiting for us if we have the courage to prove it!

Maybe enough here my speech. I beg your pardon if you found some mistakes from me. And the last I say you:

وَالسَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

- ✓ Please, tidy your hand write!
- ✓ Study more and prepare it well!
- ✓ Your concept is good, show the best!

Good Luck!

MM '18

MIRAGE

## Written Concept of Student G

Rusfah Fakhrah

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ  
الْحَمْدُ لِلَّهِ وَرَحْمَتُهُ وَبَرَكَاتُهُ

HAPPILY EVER AFTER

Every human in this world they should be thanks to Allah. because Allah has given us health, mercy, and blessing. Because Allah has created us then we can live, walk, breath, learn, and do anything happily in this world. So, is there any reason for us to not be thankful to our God?

But, among us. There is also disbeliever. So, as this creature. We should give more to Him. We should thank to Him by pray, always remember to Him, and do the good things.

According to my speech little. We should to know and realize that we don't live forever in this world. We will face our death soon. And after death, Allah will count what we did in this world.

To live happily in the hereafter. We should to never forget to the one who created us. Cause without Allah, we are nothing. And without His blessing, we can't enter to His heaven.

After this world. If we had much good behavior, we will enter to His heaven. But, if we

had much bad behavior, we will enter to His hell.

And ofcourse we don't want to enter to His hell, right? So we must do much behaviors in this world to live happily in the hereafter. And we must being good for other people. And ask pray to them. because we don't know whose pray that Allah will make come true.

We should look for knowledge because as a student, it's so important for us. Like Rasulullah said:

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ  
قُلْ يَسِّرْ لِي سُبُلَ الْإِسْلَامِ عَلَى أُمَّةٍ وَطَائِفَةٍ

خَيْرُ الدُّنْيَا وَالْآخِرَةِ مَعَ الْعِلْمِ وَشَرُّ الدُّنْيَا وَالْآخِرَةِ مَعَ الْجَهْلِ  
(رواه البخاري)

The good things in this world and hereafter with knowledge, and the bad things in this world and hereafter with the fool."

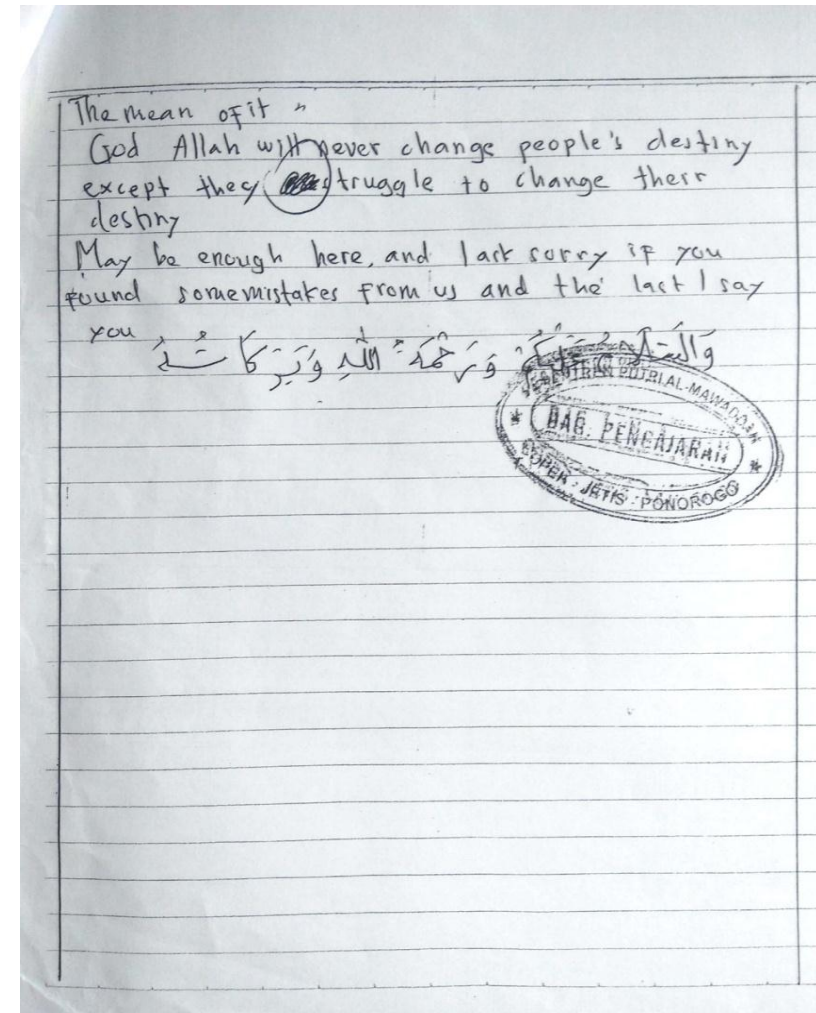
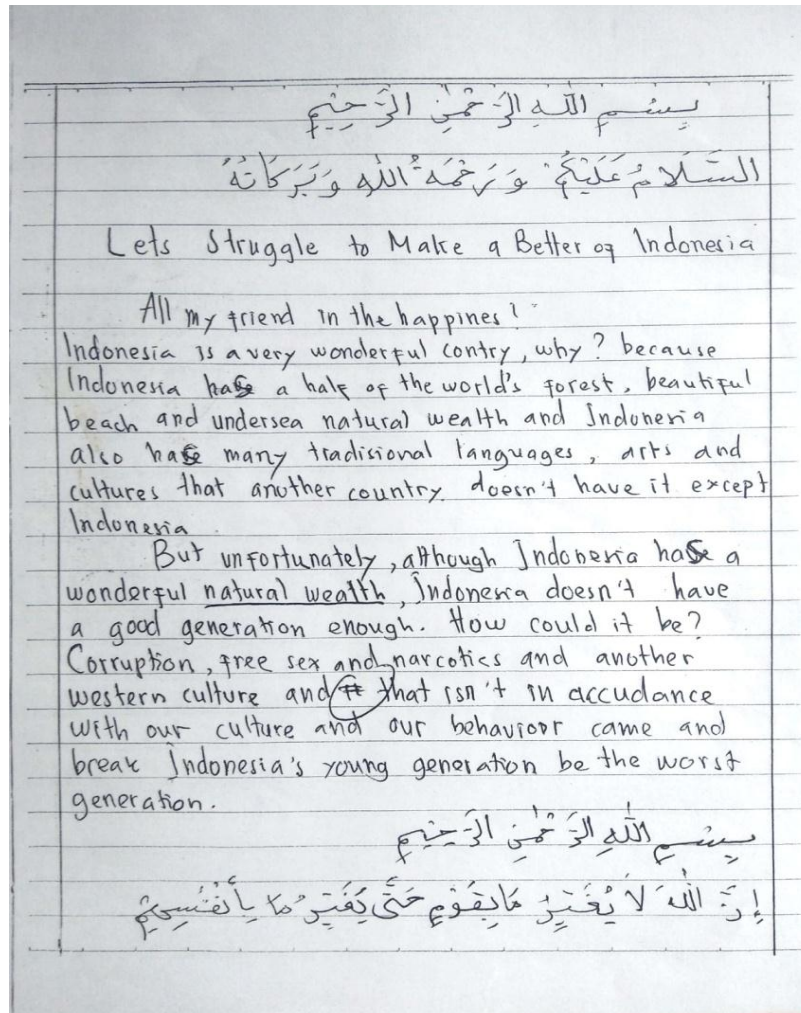
So, we must effort to look for the knowledge cause it's such a good things to live happy in this world and to live happily in the hereafter.

Maybe enough here what I can deliver to you. And I beg your pardon if you found some mistakes from me. And the last I say you,

وَاللَّهُ تَعَالَى وَرَحْمَتُهُ وَبَرَكَاتُهُ



## Written Concept of Student H



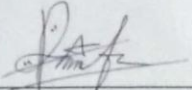
# APPENDIX E

Students' member check forms

### MEMBER CHECK FORM

I RACHEL FAHRA (Students' name) have read the transcript of interview, oral communication tasks and cartoon description in the study entitled "Communication Strategies Used by Students of Speech Training Program in Al-Mawaddah Islamic Boarding School for Girls" conducted by Ms. Afitri Rahma Wati. I state that those transcripts are relevant with the information that I gave at that moment. And I am also affirm that the information were given by me is exactly the same with my condition, and I am not forced by her or anyone else to do so.

Name of Student : RACHEL FAHRA

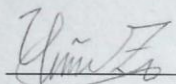
Signature :  \_\_\_\_\_

Date : 11 April 2018

### MEMBER CHECK FORM

I UMNIYATI KHANZA (Students' name) have read the transcript of interview, oral communication tasks and cartoon description in the study entitled "Communication Strategies Used by Students of Speech Training Program in Al-Mawaddah Islamic Boarding School for Girls" conducted by Ms. Afriti Rahma Wati. I state that those transcripts are relevant with the information that I gave at that moment. And I am also affirm that the information were given by me is exactly the same with my condition, and I am not forced by her or anyone else to do so.

Name of Student : UMNIYATI KHANZA

Signature : 

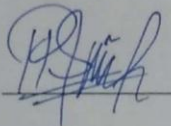
Date : 11 April 2018



### MEMBER CHECK FORM

I RISFANTI FATIMAH (Students' name) have read the transcript of interview, oral communication tasks and cartoon description in the study entitled "Communication Strategies Used by Students of Speech Training Program in Al-Mawaddah Islamic Boarding School for Girls" conducted by Ms. Afitri Rahma Wati. I state that those transcripts are relevant with the information that I gave at that moment. And I am also affirm that the information were given by me is exactly the same with my condition, and I am not forced by her or anyone else to do so.

Name of Student : RISFANTI FATIMAH


Signature :  \_\_\_\_\_

Date : 11-09-2018

### MEMBER CHECK FORM

I QONITA LUTFI (Students' name) have read the transcript of interview, oral communication tasks and cartoon description in the study entitled "Communication Strategies Used by Students of Speech Training Program in Al-Mawaddah Islamic Boarding School for Girls" conducted by Ms. Afitri Rahma Wati. I state that those transcripts are relevant with the information that I gave at that moment. And I am also affirm that the information were given by me is exactly the same with my condition, and I am not forced by her or anyone else to do so.

Name of Student : QONITA LUTFI

Signature :  \_\_\_\_\_

Date : 11 April 2018

### MEMBER CHECK FORM

I ISNANIA SA'DIYAH (Students' name) have read the transcript of interview, oral communication tasks and cartoon description in the study entitled "Communication Strategies Used by Students of Speech Training Program in Al-Mawaddah Islamic Boarding School for Girls" conducted by Ms. Afitri Rahma Wati. I state that those transcripts are relevant with the information that I gave at that moment. And I am also affirm that the information were given by me is exactly the same with my condition, and I am not forced by her or anyone else to do so.

Name of Student : ISNANIA SA'DIYAH

Signature : 

Date : 4<sup>th</sup> of April 2018



### MEMBER CHECK FORM

I AFRINY IZZA (Students' name) have read the transcript of interview, oral communication tasks and cartoon description in the study entitled "Communication Strategies Used by Students of Speech Training Program in Al-Mawaddah Islamic Boarding School for Girls" conducted by Ms. Afitri Rahma Wati. I state that those transcripts are relevant with the information that I gave at that moment. And I am also affirm that the information were given by me is exactly the same with my condition, and I am not forced by her or anyone else to do so.

Name of Student : AFRINY IZZA

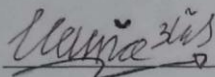
Signature : 

Date : 11 APRIL 2018

### MEMBER CHECK FORM

I HASNA WAHYU (Students' name) have read the transcript of interview, oral communication tasks and cartoon description in the study entitled "Communication Strategies Used by Students of Speech Training Program in Al-Mawaddah Islamic Boarding School for Girls" conducted by Ms. Afitri Rahma Wati. I state that those transcripts are relevant with the information that I gave at that moment. And I am also affirm that the information were given by me is exactly the same with my condition, and I am not forced by her or anyone else to do so.

Name of Student : HASNA WAHYU \_\_\_\_\_

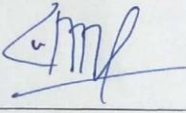
Signature :  \_\_\_\_\_

Date : 11 - 9 - 2018 \_\_\_\_\_

### MEMBER CHECK FORM

I ALYA NUR (Students' name) have read the transcript of interview, oral communication tasks and cartoon description in the study entitled "Communication Strategies Used by Students of Speech Training Program in Al-Mawaddah Islamic Boarding School for Girls" conducted by Ms. Afitri Rahma Wati. I state that those transcripts are relevant with the information that I gave at that moment. And I am also affirm that the information were given by me is exactly the same with my condition, and I am not forced by her or anyone else to do so.

Name of Student : ALYA NUR

Signature :  \_\_\_\_\_

Date : 11-04-2018

# APPENDIX F

Letters



## Letter of Permissions



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI  
UNIVERSITAS NEGERI YOGYAKARTA  
PROGRAM PASCASARJANA

Jalan Colombo Nomor 1 Yogyakarta 55281  
Telp. Direktur (0274) 550835, Asdir/TU (0274) 550836 Fax. (0274) 520326  
Laman: pps.uny.ac.id Email: pps@uny.ac.id, kerjasama\_pasca@yahoo.com

Nomor : 1437 /UN34.17/LT/2018

23 Januari 2018

Hal : Izin Penelitian

Yth. Gubernur DIY  
c.q. Kepala Bakesbangpol DIY

Bersama ini kami mohon dengan hormat, kiranya Bapak/Ibu/Saudara berkenan memberikan izin kepada mahasiswa jenjang S-2 Program Pascasarjana Universitas Negeri Yogyakarta:

Nama : AFITRI RAHMA WATI  
NIM : 16706251009  
Program Studi : Linguistik Terapan  
Konsentrasi : Pendidikan Bahasa Asing

untuk melaksanakan kegiatan penelitian dalam rangka penulisan tesis yang dilaksanakan pada:

Waktu : Januari 2018  
Lokasi/Objek : Pesantren Putri Al-Mawaddah Ponorogo, Jawa Timur  
Judul Penelitian : Communication Strategies Used by Students of Speech Training Program in Al-Mawaddah Islamic Boarding School for Girls  
Pembimbing : Dr. Agus Widyantoro, M.Pd.

Demikian atas perhatian, bantuan dan izin yang diberikan, kami ucapkan terima kasih



Wakil Direktur I,

Tembusan:  
Mahasiswa Ybs.

Dr. Sugito, MA.  
NIP 19600410 198503 1 002





PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA  
**BADAN KESATUAN BANGSA DAN POLITIK**  
Jl. Jenderal Sudirman No 5 Yogyakarta – 55233  
Telepon : (0274) 551136, 551275, Fax (0274) 551137

Yogyakarta, 29 Januari 2018

Kepada Yth. :

Nomor : 074/1048/Kesbangpol/2018  
Perihal : Rekomendasi Penelitian

Gubernur Jawa Timur  
Up. Kepala Badan Kesatuan Bangsa dan Politik  
Provinsi Jawa Timur

di Surabaya

Memperhatikan surat :

Dari : Wakil Direktur I Program Pascasarjana Universitas Negeri  
Yogyakarta  
Nomor : 1437/UN34.17/LT/2018  
Tanggal : 23 Januari 2018  
Perihal : Izin Penelitian

Setelah mempelajari surat permohonan dan proposal yang diajukan, maka dapat diberikan surat rekomendasi tidak keberatan untuk melaksanakan riset/penelitian dalam rangka penyusunan tesis dengan judul proposal : **"COMMUNICATION STRATEGIES USED BY STUDENTS OF SPEECH TRAINING PROGRAM IN AL-MAWADDH ISLAMIC BOARDING SCHOOL FOR GIRLS"** kepada:

Nama : AFITRI RAHMA WATI  
NIM : 16706251009  
No.HP/Identitas : 085735730694/3505026103910001  
Prodi/Jurusan : Linguistik Terapan  
Fakultas : Pascasarjana Universitas Negeri Yogyakarta  
Lokasi Penelitian : Pondok Pesantren Putri Al-Mawaddah, Ponorogo, Jawa Timur  
Waktu Penelitian : 1 Februari 2018 s.d 31 Mei 2018

Sehubungan dengan maksud tersebut, diharapkan agar pihak yang terkait dapat memberikan bantuan / fasilitas yang dibutuhkan.

Kepada yang bersangkutan diwajibkan:

1. Menghormati dan mentaati peraturan dan tata tertib yang berlaku di wilayah riset/penelitian;
2. Tidak dibenarkan melakukan riset/penelitian yang tidak sesuai atau tidak ada kaitannya dengan judul riset/penelitian dimaksud;
3. Menyerahkan hasil riset/penelitian kepada Badan Kesbangpol DIY selambat-lambatnya 6 bulan setelah penelitian dilaksanakan.
4. Surat rekomendasi ini dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat rekomendasi sebelumnya, paling lambat 7 (tujuh) hari kerja sebelum berakhirnya surat rekomendasi ini.

Rekomendasi Ijin Riset/Penelitian ini dinyatakan tidak berlaku, apabila ternyata pemegang tidak mentaati ketentuan tersebut di atas.

Demikian untuk menjadikan maklum.

KEPALA  
BADAN KESBANGPOL DIY  
BAKESBANGPOL  
AGUNG SUPRIYONO, SH  
NIP. 19601026 199203 1 004

Tembusan disampaikan Kepada Yth :

1. Gubernur DIY (sebagai laporan)
2. Wakil Direktur I Program Pascasarjana Universitas Negeri Yogyakarta;
3. Yang bersangkutan.



**PEMERINTAH PROVINSI JAWA TIMUR**  
**BADAN KESATUAN BANGSA DAN POLITIK**  
JALAN PUTAT INDAH NO. 1 TELP. (031) - 5677935, 5681297, 5675493  
SURABAYA - (60189)

Surabaya, 12 Pebruari 2018

Nomor : 070/ 1329 / 209.4/ 2018  
Sifat : Biasa  
Lampiran : -  
Perihal : Penelitian/Survey/Research

K e p a d a  
Yth. Bupati Ponorogo  
Cq. Kepala Bakesbang dan Politik  
di  
PONOROGO

Menunjuk surat : Kepala Bakesbang dan Politik Provinsi Daerah Istimewa Yogyakarta  
Nomor : 074/1048/Kesbangpol/2018  
Tanggal : 29 Januari 2018

Bersama ini memberikan Rekomendasi kepada :

Nama : Afitri Rahma Wati  
A l a m a t : Ds. Tapan RT 5 RW 1 Udanawu, Blitar  
Pekerjaan : Mahasiswa  
Kebangsaan : Indonesia

bermaksud mengadakan penelitian/survey/research :

Judul : "Communocation Strategies Used By Student Of Speech Training Program In  
Al-Mawaddah Islamic Boarding Scool For Girls"  
Tujuan/bidang : Penelitian Tesis / Linguistik Terapan  
Dosen Pembimbing : Dr. Agus Widyantoro, M.Pd.  
Peserta : -  
Waktu : 4 bulan  
Lokasi : Kabupaten Ponorogo

Sehubungan dengan hal tersebut, diharapkan dukungan dan kerjasama pihak terkait untuk memberikan bantuan yang diperlukan. Adapun kepada peneliti agar memperhatikan hal-hal sebagai berikut :

1. Berkewajiban menghormati dan mentaati peraturan dan tata tertib yang berlaku di daerah setempat;
2. Pelaksanaan penelitian/survey/research agar tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan keamanan dan ketertiban di daerah setempat;
3. Melaporkan hasil penelitian dan sejenisnya kepada Bakesbangpol Provinsi Jawa Timur.

Demikian untuk menjadi maklum.

a.n. KEPALA BADAN KESATUAN BANGSA DAN POLITIK  
PROVINSI JAWA TIMUR  
Kepala Bidang Budaya Politik

  
**Drs. Ec. SUBEKTI, MM**  
Pembina  
NIP. 19620116 498903 1 006

**Tembusan :**

- Yth. 1. Kepala Bakesbang dan Politik Provinsi Daerah Istimewa Yogyakarta di Yogyakarta ;  
2. Yang bersangkutan.





PEMERINTAH KABUPATEN PONOROGO  
**BADAN KESATUAN BANGSA POLITIK**  
Jl. Aloun-aloun Utara Nomor 6 Telepon (0352) 483852  
**PONOROGO**

Kode Pos 63413

**REKOMENDASI**

Nomor : 072 / 87 / 405.30 / 2018

Berdasarkan surat Badan Kesatuan Bangsa Dan Politik Provinsi Jawa Timur, tanggal 12 Pebruari 2018, Nomor : 070/1329/209.4/2018, Perihal : Rekomendasi Penelitian/Survey/Kegiatan.

Dengan ini Kepala Badan Kesatuan Bangsa Dan Politik Kabupaten Ponorogo memberikan Rekomendasi kepada :

Nama Peneliti	: <b>AFITRI RAHMA WATI</b> Mhs. Fakultas Linguistik Terapan Pascasarjana Universitas Negeri Yogyakarta
Alamat	: Dusun Tapan RT. 05 RW. 01 Kel/Desa Bakung Kec. Udanawu Kab. Blitar
Thema / Acara Survey / Research / PKL/ Pengumpulan data/Magang	: " <b>Communocation Strategies Used By Student Of Speech Training Program In Al-Mawaddah Islamic Boarding School For Girls</b> "
Daerah/ Tempat dilakukan PKN/ Survey/ Pengumpulan Data	: Pesantren Putri Al-Mawaddah Desa Coper Kecamatan Jetis Kabupaten Ponorogo
Tujuan Penelitian	: Penelitian Tesis
Tanggal dan atau Lamanya Penelitian	: 4 (Empat) Bulan Sejak Tangggal Surat Diterbitkan
Bidang Penelitian	: Linguistik Terapan
Status Penelitian	: Baru
Nama Penanggungjawab / Koordinator Penelitian	: <b>Dr. AGUS WIDYANTORO,M.Pd.</b> Dosen Pembimbing FBS Universitas Negeri Yogyakarta
Nama Lembaga	: Universitas Negeri Yogyakarta

Dengan ketentuan-ketentuan sebagai berikut :

1. Dalam jangka waktu 1 X 24 jam setelah tiba ditempat yang dituju diwajibkan melaporkan kedatangannya kepada Camat setempat ;
  2. *Mentaati ketentuan- ketentuan yang berlaku dalam Daerah Hukum Pemerintah setempat ;*
  3. Menjaga tata tertib, keamanan, kesopanan dan kesusilaan serta menghindari pernyataan baik dengan lisan ataupun tulisan / lukisan yang dapat melukai / menyinggung perasaan atau menghina Agama, Bangsa dan Negara dari suatu golongan penduduk ;
  4. Tidak diperkenankan menjalankan kegiatan-kegiatan diluar ketentuan-ketentuan yang telah ditetapkan seperti tersebut diatas ;
  5. Setelah berakhirnya dilakukan Survey/ Research/ PKL diwajibkan terlebih dahulu melaporkan kepada Pejabat Pemerintah setempat mengenai selesainya pelaksanaan Survey / Research / PKL, sebelum meninggalkan daerah tempat Survey / Research / PKL ;
  6. Dalam jangka waktu 1 (satu) bulan setelah selesai dilakukan Survey / Research / PKL diwajibkan memberikan laporan tentang pelaksanaan dan hasil-hasilnya kepada :  
- Kepala Badan Kesatuan Bangsa dan Politik Kabupaten Ponorogo.
  7. Surat Keterangan ini akan dinyatakan tidak berlaku apabila ternyata bahwa pemegang Surat Keterangan ini tidak memenuhi ketentuan-ketentuan sebagaimana tersebut diatas.
- Demikian untuk menjadikan perhatian dan guna seperlunya.

Ponorogo, 14 Pebruari 2018

a.n.KEPALA BADAN KESATUAN BANGSA DAN POLITIK  
KABUPATEN PONOROGO

Kabid Kesbang

**Drs. HERI BASUKI**

Penata Tingkat I

NIP. 19620524 199203 1 005

**Tembusan :**

- Yth. 1. Kepala Kementrian Agama  
Kab.Ponorogo  
2. Director Graduate School  
Yogyakarta State University



## SURAT KETERANGAN

Nomor : 52/ MBI/ PPAM/IV/2018

السلام عليكم ورحمة الله وبركاته

Yang bertanda tangan dibawah ini Direktur Ma'hadul Banat Al-Islami (MBI) Pesantren Putri Al-Mawaddah Coper Jetis Ponorogo menerangkan dengan sesungguhnya bahwa :

Nama : **AFITRI RAHMA WATI**  
NIM : 16706251009  
Fakultas : Linguistik Terapan Pascasarjana Universitas Negeri Yogyakarta

Bahwa yang tersebut di atas telah melakukan penelitian di Pesantren Putri Al-Mawaddah untuk menyelesaikan tugas laporan sebagai bahan untuk menyusun tesis dengan judul :

**" Communication Stategies Used By Student Of Speech Training Program In Al-Mawaddah Islamic Boarding School For Girls "**

Demikianlah surat keterangan ini kami buat agar yang berkepentingan menjadi maklum.

و السلام عليكم ورحمة الله وبركاته

Ponorogo, 13 April 2018

Direktur MBI

Pesantren Putri Al-Mawaddah



**KH. USTUCHORI, MA**



## Letter of Instrument validations



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI  
UNIVERSITAS NEGERI YOGYAKARTA

### PROGRAM PASCASARJANA

Jalan Colombo Nomor 1 Yogyakarta 55281  
Telepon (0274) 550836 pesawat 229, Fax (0274) 520326  
Laman: pps.uny.ac.id E-mail: pps@uny.ac.id

### SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Prof. Sugirin, Ph.D.  
Jabatan/Pekerjaan : Dosen PPs UNY  
Instansi Asal : UNY

Menyatakan bahwa instrumen penelitian dengan judul:

*Communication Strategies used by Students of Speech Training Program in Al Mawaddah Islamic to Boarding School for Girls*

dari mahasiswa:

Nama : Afitri Rahma Wati  
Program Studi : Linguistik Terapan  
NIM : 16706251009

(sudah siap/~~belum siap~~)\* dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

1. Benahi aspek kebahasaan yang masih salah sesuai scan revisi pada teks/naskah instrumen.
- 2.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Yogyakarta, 2-2-2018

Validator,

*[Signature]*  
Sugirin

\*) coret yang tidak perlu



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI  
UNIVERSITAS NEGERI YOGYAKARTA  
PROGRAM PASCASARJANA

Jalan Colombo Nomor 1 Yogyakarta 55281  
Telepon (0274) 550836 pesawat 229, Fax (0274) 520326  
Laman: pps.uny.ac.id E-mail: pps@uny.ac.id

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : ..... *Aslradh* .....  
Jabatan/Pekerjaan : ..... *Dosen PPS* .....  
Instansi Asal : ..... *PPS UNY* .....

Menyatakan bahwa instrumen penelitian dengan judul:

*Communication Strategies used by Students of Speech Training Program in Al Mawaddah  
Islamic to Boarding School for Girls*

dari mahasiswa:

Nama : Afitri Rahma Wati  
Program Studi : Linguistik Terapan  
NIM : 16706251009

(sudah siap/~~belum siap~~)\* dipergunakan untuk penelitian dengan menambahkan beberapa saran  
sebagai berikut:

1. .... *grammatical errors perlu diperbaiki* .....
2. .... *instruksi dan tujuan yg jelas utk para responden* .....

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Yogyakarta, *30 Januari* 2018

Validator,

*[Signature]*  
.....  
*Aslradh*

\*) coret yang tidak perlu



## Letter of Data validation (Interrater)



KEMENTERIAN RISET, TEKNOLOGI DAN PENDIDIKAN TINGGI  
UNIVERSITAS NEGERI YOGYAKARTA  
PROGRAM PASCASARJANA

Jalan Colombo Nomor 1 Yogyakarta 55281  
Telepon (0274) 550835, 550836, Fax (0274) 520326  
Laman: pps.uny.ac.id E-mail: pps@uny.ac.id, humas\_pps@uny.ac.id

### SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama : Dyah Setyawan Ciptaningrum Ed.D.  
Jabatan/Pekerjaan : Dosen  
Instansi Asal : Pendidikan B. Inggris Universitas Negeri Yogyakarta

Menyatakan bahwa data penelitian dengan judul:

*Communication Strategies used by Students of Speech Training Program in Al Mawaddah Islamic to Boarding School for Girls*

dari mahasiswa:

Nama : Afitri Rahma Wati  
Program Studi : Linguistik Terapan  
NIM : 16706251009

(sudah siap/~~belum siap~~)\* dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

1. Beri penjelasan di finding bahwa dalam satu kalimat tidak hanya terdiri dari satu strategy.
- 2.

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagaimana mestinya.

Yogyakarta, ..... 2018

Validator,

*Dyah S. Ciptaningrum*  
Dyah S. Ciptaningrum

\*) coret yang tidak perlu